

The Level of Implementation of The PSH Program in The Beauty and Grooming Cluster to The Community Around Masjid Tanah

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Abstract

Experience and skills are among the very important elements to get job opportunities and to improve the individual's socio-economic level. Therefore, Lifelong Learning (PSH) was created to meet the needs of the local community to acquire knowledge and skills to improve their socioeconomic status. Various PSH programs have been carried out, but there is still a lack of research on the level of PSH program implementation in the Beauty and Grooming cluster. Therefore, this study was carried out to find out the level of implementation of the PSH program in the Beauty and Grooming cluster in improving skills among the community around Masjid Tanah. In addition, this study was also carried out to find out the level of skill improvement of the participants in terms of age difference and education level. The instrument used is an adaptation of the Community College Impact on Local Communities questionnaire that has been developed by the JPKK Research and Innovation Center (PPI) (2017). Descriptive and inferential analysis using the Statistical Package for Social Science Software (SPSS) version 27 to measure the mean score and ANOVA. The results of the study show that the level of implementation of the beauty and grooming cluster PSH Program is at a high level of interpretation for the instructor ($\mu = 4.5624$), the program ($\mu = 4.5425$) and the infrastructure ($\mu = 4.3763$). In addition, there is no significant difference between the improvement of skills against the age difference for the instructor factor ($p = 0.152$) and the program ($p = 0.118$) but there is a difference for the infrastructure factor ($p = 0.005$). Besides, there is no significant difference between the improvement of skills and the difference in the level of education of the program participants for all three factors. The results of the study are expected to further improve the quality of short course implementation at KKMT.

Keywords: Community College, Lifelong Learning, level of implementation

1.0 Introduction

The challenges facing a world that is constantly developing rapidly with the latest technology make education one of the keys that opens up various opportunities in producing a quality Civilized Malaysian Society with a first-class mindset. In the Community College Empowerment Plan Book 2013-2015, Community College (KK) was established through Memorandum No. 398/2225/00 which was submitted by the Minister of Education to the Cabinet on 5 July 2000 and was operational in 2001. In 2004, the community college was made a Lifelong Learning Hub after getting the approval of Cabinet members. According to Munirah et al. (2018), Lifelong Learning (LPH) covers formal and informal learning for all levels of society to improve knowledge and skills.

PSH is the third leap in the Malaysian Education Development Plan 2015-2025 (Higher Education), PPPM (PT) where the objective of the Malaysian Ministry of Education (KPM) is to cultivate PSH in the community so that it becomes integrated into the culture and lifestyle of Malaysians by the year 2025. This desire can be achieved by strengthening a high-quality PSH ecosystem through three strategies, namely promoting PSH, cultivating PSH, and improving the quality of PSH. Community colleges have provided training through short-term courses since 2001 and according to PPPM (PT), in the period from 2002 to 2013, community colleges have recorded the participation of 1.3 million PSH students, from 1,800 people in 2002 to 277,080 people in 2013 which is the highest number of students in Public HEIs and ODL institutions. Accordingly, to support PPPM (PT) to preserve and cultivate PSH in community colleges, it is a priority to carry out studies on the effectiveness of the implementation of short courses that have been implemented to improve the quality of services (Syahrir et al, 2011).

1.1 Statement of Problem

PSH at Kolej Komuniti Masjid Tanah (KKMT) has a great impact on all stakeholders. This impact can be seen through the improvement of quality and standard of living. It is a great responsibility of KKMT to provide the best training in all aspects to guarantee an increase in income along with the improvement of skills. Various programs have been implemented from various clusters, but for the Beauty and Grooming cluster, there is still a lack of research. Therefore, this study was carried out to obtain feedback from the cluster's PSH program participants for the process of improving the quality of the PSH program implementation level.

1.2 Research Objective

This study was conducted to obtain feedback from PSH program

participants in the Beauty and Grooming cluster to fulfill the following study objectives:

- I. Identify the level of implementation of the PSH program (Beauty and Grooming cluster) in terms of improving local community skills.
- II. Identifying differences in the level of implementation of the PSH program (Beauty and Grooming cluster) in terms of improving local community skills based on age.
- III. Identifying the difference in the level of implementation of the PSH program (Beauty and Grooming cluster) in terms of improving the skills of the local community based on the level of education.

1.3 Research Questions

The questions for this study are as follows:

- I. What is the level of implementation of the PSH program (Beauty and Grooming cluster) in terms of improving local community skills?
- II. Is there a difference in the level of implementation of the PSH program (Beauty and Grooming cluster) in terms of improving local community skills based on age?
- III. Is there a difference in the level of implementation of the PSH program (Beauty and Grooming cluster) in terms of improving the skills of the local community based on the level of education?

2.0 Literature Review

Community College provides training and skills to all levels, especially to high school graduates before continuing their studies to a higher level. KKMT is also one of the institutions that provides training and skills under the Lifelong Learning Unit to all ages. This learning is a continuous and flexible learning approach for each individual. According to Norfadzilah Mohamed et. al, (2017), lifelong learning gives wide opportunities to the community as a preparatory step to the world of work. In Malaysia, rapid technological change and globalization make lifelong learning increasingly important in improving knowledge and skills (Mohamed Rashid Navi Bax et. Al, 2003).

Various courses are organized by KKMT from various clusters. Among

the courses that received good responses from the community were the Beauty and Grooming cluster. Beauty is subjective. It depends on the judgment of the individual who sees it. According to Sarwer D., Grossbart T., and Didie E. (2003), beauty is abstract based on our views and ideas. Cosmetology offers a range of beauty and health skills practices from head to toe and is usually associated with spa and salon services. According to Suhana Ibrahim (2018), cosmetology is growing to be one of the country's main industries competing with other industries in line with the lifestyle of personal healthcare and appearance. In addition, it will be one of the attractions for foreign tourists thus helping to generate national finances and opening up job opportunities to the younger generation.

Therefore, the level of implementation in identifying the effectiveness of the PSH program is very important in ensuring a good impact on all participants who follow this program. A study by Nurliyana et. al (2018) found that educational factors and the employment sector affect the level of implementation of short courses organized by an institution. All Community Colleges need to strengthen the implementation of the PSH program so that all students and communities can improve their knowledge and skills while providing added value to each individual (Hazwani & Aishah, 2018). Suriyana et. al's study (2017) stated that continuous training in the variety of courses requested from the local community should be given to instructors to make them competent and qualified. Therefore, the level of implementation of the PSH program around Masjid Tanah also needs to be studied to ensure a good impact on all course participants.

3.0 Methodology

This study is a quantitative study that uses an adaptation of the Community College Impact on Local Communities questionnaire that has been developed by the JPKK Research and Innovation Center (PPI) (2017) with an Alpha value of 0.82. and contains four parts namely:

- a. Part A : Demographics of Respondents
- b. Part B1 : Teacher Evaluation
- c. Part B2 : Implementation of the Short Course Program
- d. Part C : Infrastructure Facilities

The study population is 75 respondents of the PSH program in the Beauty and Grooming cluster organized by the Masjid Tanah Community College.

Data analysis was carried out using SPSS software version 27 to measure the mean score level (for objective 1) and one-way ANOVA to find out (objective 2 and objective 3).

4.0 Analysis and Discussion

The researchers used the mean score interpretation that has been

developed by Nunnally & Bernstein (1994) to interpret the data obtained. The interpretation table used is as in Table 1 below:

Table 1: Interpretation of the mean score

Mean Score	Interpretation
1.00 – 2.00	Low
2.01 – 3.00	Medium Low
3.01 – 4.00	Medium High
4.01 – 5.00	High

The findings of the study for objective 1 are as in Table 2 below:

Table 2: Mean score for the implementation level of the PSH program (Beauty and Grooming cluster) in terms of improving local community skills.

	N	Mean	Std. Deviation
Instructor	75	4.5624	.47270
Program	75	4.5425	.58995
Infrastructure	75	4.3763	.60098

Findings show that the mean score is at a high level for all three factors based on the mean score interpretation table of Nunnally & Bernstein (1994). This shows that these three factors contribute a great impact and make the Beauty and Grooming cluster effective in improving the participants' skills. This is supported by a study by Hazwani & Aishah (2018) which stated that students' skills and knowledge competence can be improved by participating in Lifelong Learning Programs.

Therefore, the existence of PSH is significant not only as an educational field for improving skills but also as a catalyst for the economy of the local community. In addition, this finding also concurs with the study of Ahmad Rosli et al (2017) who found that there is a positive impact on the marketability of the Community College Electrical Technology Certificate program graduates after completing the PSH program.

Next, the researchers carried out a one-way ANOVA test to identify the difference in the level of implementation of the PSH program (Beauty and Grooming cluster) in terms of improving the skills of the local community based on age, and the results as in table 3.

Table 3: The level of implementation of the PSH program (Beauty and Grooming cluster) in terms of improving the skills of the local community based on age with instructor, program, and infrastructure factors.

	Sum of squares	df	Mean square	F	Sig.
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Instructor	Between groups	1.492	4	.373	1.736	.152
	Within groups	15.042	70	.215		
	Total	16.535	74			
Program	Between groups	2.539	4	.635	1.914	.118
	Within groups	23.216	70	.332		
	Total	25.755	74			
Infrastructure	Between groups	5.023	4	1.256	4.050	.005
	Within groups	21.705	70	.310		
	Total	26.727	74			

Based on Table 3, the results showed $p > 0.05$ for the instructor and program factors indicating that there is no difference in the level of skill improvement based on age. However, there is a difference in the level of infrastructure factor.

The provision of a conducive learning environment can help students' achievement while reducing discrimination and every participant regardless of age can access the facilities provided comfortably. (Abdul Halim, 2023)

In addition, the researchers used a one-way ANOVA test to identify the difference in the level of implementation of the PSH program (Beauty and Grooming cluster) in terms of improving the skills of the local community based on the level of education. The findings as shown in Table 4.

Table 4: The level of implementation of the PSH program (Beauty and Grooming cluster) in terms of improving the skills of the local community based on the level of education with the factors of instructors, programs, and infrastructure.

		Sum of squares	df	Mean square	F	Sig.
Instructor	Between groups	2.602	6	.434	2.116	.063
	Within groups	13.933	68	.205		
	Total	16.535	74			
Program	Between groups	2.355	6	.392	1.140	.349
	Within groups	23.400	68	.344		
	Total	25.755	74			
Infrastructure	Between groups	5.023	6	.461	1.307	.266
	Within groups	21.705	68	.352		
	Total	26.727	74			

Based on Table 4, the score reading showed $p > 0.05$ for all three factors, namely instructors, programs, and infrastructure. This shows that there is no significant difference in the level of skill improvement based on the level of education.

Siti et. al's study (2022) stated that there is no difference in the impact of PSH programs based on the respondent's level of education. Even so, this finding contradicts the results of Nurliyana et. al's (2018) study which stated that there is a difference in perception towards the PSH program based on the

difference in education level.

5.0 Summary and Suggestion

Overall, the objective of the study has been achieved. The research results show that the level of implementation of the PSH program in the Beauty and Grooming cluster is very effective in improving skills. It proves that KKMT provides expert instructors with vast experience to conduct the course. According to Cheng et al (2016), the teacher is a very important factor in improving student achievement.

The findings also show that the Beauty and Grooming cluster PSH program implemented by KKMT to the local community is very reliable and has a positive effect on the participants' knowledge and skills. However, further study on the relationship between infrastructure and different age levels could be executed to improve the implementation of the PSH program. This is due to the existence of significant differences between the factors. A study to identify factors that play an important role in contributing to good and quality infrastructure is recommended. Quality infrastructure has a positive impact on teaching and learning, this has a positive impact on the effectiveness of short courses. According to Olson and Kellum (2003), quality infrastructure can improve students' achievement. This study is further supported by the study of Che Nidzam et al. (2013), that the comfort level of teaching and learning is influenced by the physical environment.

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Author Contributions

Nor Shifa Ibrahim: Conceptualization, Data collection, Editing and Writing; Siti Nur Hazirah Lidon: Data collection, Methodology, Analysis Reviewing, Result, Editing and Writing; Ahmad Rosli Mohd Nor: Analysis Reviewing and Proofreading; Nurliyana Abdul Malik: Editing and Writing; Muhd Khudri Johari: Analysis Reviewing

Conflicts of Interest

The manuscript has not been published anywhere else and is not being considered by any other journals. All authors have authorized the review, agree with the submission, and state they have no conflicts of interest in the

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