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Strengthening professional branding through digital self-makeup training for prospective protocol officers

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ABSTRACT

Professional appearance is important for students preparing to become protocol officers, as they represent their institutions at formal events. However, male and female students from various faculties preparing for protocol duties do not always receive structured grooming and self-makeup training supported by reusable digital learning materials. This community service program aimed to provide structured and differentiated appearance-management training as a practical foundation for students' professional branding. The program was conducted in July 2026 and involved 83 students from Universitas Pendidikan Indonesia. It comprised planning, preparation, material presentation, demonstrations, and guided practice. Female participants received protocol beauty makeup training, while male participants attended a professional facial care and grooming session entitled the Handsome Class. All stages were implemented as planned, participants' adherence to the practical procedures was documented, and digital modules and presentation materials were successfully produced and used during the training. These results indicate that the program provided participants with structured opportunities to practice appearance management in a protocol context as a practical foundation for professional branding. However, we could not quantitatively assess changes in participants' competence, self-confidence, and professional branding because we did not measure these aspects.

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ABSTRAK

Profesionalisme penampilan penting bagi mahasiswa calon tenaga keprotokolan dalam mewakili institusi pada kegiatan formal. Namun, mahasiswa laki-laki dan perempuan dari berbagai fakultas yang dipersiapkan untuk tugas keprotokolan tidak selalu memperoleh pelatihan grooming dan self-makeup yang terstruktur serta didukung oleh bahan ajar digital yang dapat digunakan kembali. Kegiatan pengabdian ini bertujuan untuk menyediakan pelatihan pengelolaan penampilan yang terstruktur dan disesuaikan dengan kebutuhan peserta sebagai landasan praktis bagi pengembangan professional branding mahasiswa. Kegiatan ini dilaksanakan pada bulan Juli 2026 dengan melibatkan 83 mahasiswa dari Universitas Pendidikan Indonesia. Tahapan kegiatan meliputi perencanaan, persiapan, penyampaian materi, demonstrasi, dan praktik terbimbing. Peserta perempuan memperoleh pelatihan beauty makeup protokoler, sedangkan peserta laki-laki mengikuti sesi perawatan wajah dan grooming profesional bernama Handsome Class. Seluruh tahapan kegiatan terlaksana sesuai rencana, keterlibatan peserta dalam mengikuti prosedur praktik terdokumentasi, serta modul digital dan media presentasi berhasil dihasilkan dan digunakan selama pelatihan. Hasil tersebut menunjukkan bahwa kegiatan ini memberikan kesempatan terstruktur bagi peserta untuk mempraktikkan pengelolaan penampilan dalam konteks keprotokolan sebagai landasan praktis bagi professional branding. Namun, perubahan kompetensi, kepercayaan diri, dan professional branding belum dapat diketahui secara kuantitatif karena tidak dilakukan pengukuran khusus terhadap aspek-aspek tersebut.

Kata Kunci: *bahan ajar digital; calon tenaga keprotokolan; pelatihan self-makeup; profesional branding*

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INTRODUCTION

University protocol activities require students to present themselves appropriately while communicating the identity and values of their institution in formal settings. This responsibility involves more than communication skills and knowledge of ceremonial procedures because students' visual presentation can also shape first impressions among institutional guests and other stakeholders. Previous studies indicate that appearance influences perceptions of professionalism, competence, confidence, trustworthiness, and reliability in educational and professional contexts (Skrabal et al., 2026; Wang et al., 2026). Appearance management is also associated with identity development and the quality of personal and professional interactions (Maheshwari & Arakal, 2026). Nevertheless, structured training for students preparing for protocol-related responsibilities addresses grooming and professional appearance less explicitly, reflecting the broader lack of systematic integration of personal grooming into higher education soft-skills development (Haryati et al., 2026). This gap is important for male and female prospective protocol officers from various faculties because they perform public-facing institutional roles and may not share the same prior experience in appearance management.

Grooming competence therefore needs to be incorporated into student capacity-building programs as a practical component of professional self-presentation. Protocol officers help ensure the orderly execution of formal events while representing their institutions' standards and image. Students recognize that compliance with protocol standards contributes to the professionalism and reputation of official campus events (Fadilah et al., 2026). However, protocol-related performance requires more than procedural knowledge. Communicating professionally, responding to situational demands, and presenting oneself appropriately are also important because student protocol officers undertake formal, public-facing responsibilities. Evidence from another public-facing educational context suggests that appearance-management skills may relate to professional confidence. In a one-group pretest-posttest study involving 30 female vocational-school teachers, the mean confidence score increased from 3.280 before makeup-skills training to 4.467 after the training, with a statistically significant pretest-posttest difference ($p < .001$) (Biyukha & Hayatunnufus, 2025).

Although the participants were teachers rather than student protocol officers, the findings indicate that appearance-related skills may support confidence among professionals who regularly interact with others in public settings. Personnel competence, coordination, teamwork, and the ability to adapt to conditions encountered during official events may also influence the quality of protocol services (Nurlailah et al., 2026). These responsibilities indicate the need to prepare student protocol officers not only procedurally but also in terms of communication and context-appropriate professional self-presentation. Grooming and self-makeup can support professional branding when practiced proportionately, responsibly, and in accordance with the requirements of specific professional settings. Appearance management involves healthy self-care practices that enhance an individual's natural characteristics and psychological well-being rather than merely encouraging conformity to prevailing beauty standards (Liu et al., 2024). Improvements in physical appearance may also increase public self-awareness and encourage individuals to manage the impressions they convey to others (Kononov et al., 2025).

For university students, professional branding can be developed through consistent values, appropriate visual representation, and the credible communication of a professional identity (Azizi et al., 2025). These perspectives position self-makeup and grooming as key components of professional self-presentation that students can develop through structured, context-sensitive training. Previous community service and educational programs have incorporated makeup and professional-preparation training to develop participants' practical abilities, confidence, and readiness for employment. Women and community participants (Afifah et al., 2024) and cosmetology students preparing for professional and entrepreneurial work (Burhanuddin et al., 2025) have received makeup training. The authors describe this training as personal branding training, which also supports young workers' professional

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preparation through job-interview simulations, CV preparation, and professional LinkedIn profile development (Cindoswari et al., 2026).

However, these programs have not specifically addressed the differentiated appearance-management needs of male and female university students from various faculties who are preparing to undertake protocol-related responsibilities. The present community service program addressed the limited availability of structured, practical appearance-management guidance for prospective student protocol officers. Preliminary interviews supported this, showing that participants relied solely on digital tutorial videos on YouTube and often struggled to apply what they learned. Self-makeup, facial care, and professional grooming were not systematically incorporated into reusable digital learning materials that participants could access after face-to-face training. Because the participants came from different faculties and had different grooming needs, the program required differentiated content rather than identical cosmetic procedures for all students. The limited duration of face-to-face training also created a need for digital materials that could preserve the sequence and consistency of the instruction for subsequent review.

The program therefore introduced an inclusive approach that integrated professional branding, context-appropriate grooming, differentiated training content, and reusable digital learning materials. Female participants received protocol beauty makeup training, while male participants attended a facial care and professional grooming session formally named the "*Handsome Class*." The program combined demonstrations, guided practice, a digital module, and presentation materials to provide practical, reusable learning support. Accordingly, this community service program aimed to provide male and female prospective student protocol officers from various faculties with structured, differentiated grooming and self-makeup training, supported by reusable digital learning materials. More specifically, it aimed to guide female participants in applying protocol beauty makeup, guide male participants in practicing facial care and professional grooming through the Handsome Class, and give both groups practical experience managing their appearance in formal institutional contexts. Through these activities, the program aimed to provide a practical foundation for professional branding rather than measure a predetermined increase in professional branding.

Literature Review

Practice-Oriented Training for Professional Readiness

Practice-oriented training has strengthened participants' technical abilities and preparation for professional roles. Makeup training delivered through lectures, demonstrations, mentoring, and predominantly practical activities has supported participants' understanding of appropriate makeup techniques, professional appearance, confidence, and potential employment opportunities (Afifah et al., 2024). Direct practice, supported by instructor guidance, has similarly enabled participants to internalize makeup skills by reproducing demonstrated procedures (Hunafa & Rosyanafi, 2025). Among cosmetology students, practice-based training has developed knowledge of professional techniques, cosmetic selection, work ethics, branding, and business management (Burhanuddin et al., 2025). A beauty-class workshop involving microteaching, demonstrations, direct practice, instructor assistance, and sharing sessions also helped nine participants improve their understanding of basic makeup techniques, become more active during the learning process, and feel more confident in applying and presenting their makeup (Nurshadrina et al., 2026). Collectively, these findings show the importance of combining explanation, demonstration, and guided practice to build participants' technical competence and confidence for professional and public-facing contexts.

Appearance Management and Professional Branding Development

Appearance management connects to broader professional branding and work readiness. A training program for young workers, described by its authors as personal branding training, combined material presentation, discussion, direct practice, job-interview simulations, CV preparation, and professional LinkedIn profile development. The program increased participants' mean score from 86.87 on the pretest to 92 on the posttest and improved their

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professional documents and digital presence (Cindoswari et al., 2026). Although these activities were part of a personal branding program, their focus on employment documents, professional digital profiles, and interview performance is relevant to professional self-presentation. Professional branding involves more than physical appearance because it requires consistency among personal values, visual representation, conduct, and communication (Azizi et al., 2025).

This relationship matters especially for student protocol officers because adherence to protocol standards supports the professionalism and reputation of official campus activities (Fadilah et al., 2026). Evidence from another public-facing educational context indicates that appearance-management skills may support professional confidence: female vocational-school teachers demonstrated significantly higher confidence scores after participating in makeup-skills training (Biyukha & Hayatunnufus, 2025). Although the participants were teachers rather than student protocol officers, the findings illustrate the potential relevance of appearance-related skills to individuals who perform public-facing professional responsibilities. Grooming and self-makeup should therefore be positioned as components of context-appropriate professional self-presentation rather than as attempts to encourage conformity to prevailing beauty standards.

Digital Learning Materials for Grooming and Self-Makeup Training

Digital learning materials can complement face-to-face training by enabling participants to revisit instructional content beyond scheduled sessions. Professional visual presentation and communication in instructional videos can influence learners' motivation, cognitive processing, retention, and knowledge transfer (Beege et al., 2022). Digital training materials for young adults have also supported participant engagement and acceptance, along with positive psychological outcomes related to appearance (Buehler et al., 2026). In makeup education, structured training can complement the information that learners obtain independently from digital media. Participants in a qualitative study reported using YouTube tutorials to learn makeup techniques but still struggled to select and apply age-appropriate makeup. Following structured makeup training, the three participants reported a better understanding of age-appropriate makeup application and greater confidence in their appearance (Munawaroh et al., 2024). These findings suggest that access to digital content alone may not be sufficient and that guided instruction remains important for helping learners interpret, select, and apply makeup information appropriately.

METHODS

This community service program employed a participatory and practice-oriented training approach consisting of instructional presentation, demonstration, guided practice, and discussion. The approach incorporated digital learning materials and differentiated the practical content according to the grooming needs of female and male participants. The digital module and presentation materials supported face-to-face instruction and provided a resource for independent review of the training stages. The program was conducted in July 2026 at PUSDIKKUM TNI AD, Bandung, West Java. It involved 83 Universitas Pendidikan Indonesia students from different faculties who were preparing to undertake protocol-related responsibilities. As a community service program, participants were treated as program beneficiaries rather than a research sample. The face-to-face training was implemented through three main stages: instructional presentation, demonstration, and guided practice.

During the first stage, the trainers introduced the importance of grooming, self-care, and appropriate appearance in supporting professional branding and protocol-related responsibilities. The trainers delivered the material using presentation slides and a digital module displayed on a projector. In the second stage, the trainers demonstrated the tools, materials, and products used in each training sequence. In the third stage, participants followed the demonstrated procedures through guided practice while receiving direct instructions and assistance from the trainers. Participants were divided into two groups based on the training content. Female participants practiced protocol beauty

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makeup, including face powder, blush, eyebrow pencil, lipstick, and supporting tools. In contrast, male participants attended the Handsome Class, which covered facial cleansing, peeling, facial masks, serum, and sunscreen application. The study evaluated program implementation descriptively using process and output indicators. Process indicators included 83 students' participation, the implementation of the instructional presentation, demonstration, and guided practice stages, and participants' documented involvement in practical activities.

The output indicators consisted of the availability and use of the digital module, presentation materials, training tools and products, and photographic documentation of each implementation stage. The available documentation was organized by the planning, preparation, presentation, demonstration, and practice stages and then reviewed to determine whether the program was implemented as designed. The findings were interpreted qualitatively by describing participant involvement, completion of planned activities, use of digital learning materials, and practical outputs documented during the program. In addition, the researchers conducted brief interviews with several participants to gather supplementary information about their previous experiences learning makeup and grooming through digital tutorials. Because this community service evaluation did not use a pretest, posttest, performance rubric, or participant-response questionnaire, the analysis was limited to program implementation and observable outputs. It did not quantify changes in participants' competence or attitudes.

RESULTS AND DISCUSSION

The program documentation confirmed that all planned stages of the digital self-makeup training were completed as planned. The activity reached 83 students from different faculties, delivered the planned material presentation, demonstration, and guided practice, and documented participants' direct involvement in the practical activities. The training also produced a reusable digital module and presentation materials, while the differentiated sessions provided protocol beauty makeup for female participants and facial care and grooming for male participants. These immediate outcomes show that the program was implemented as designed and provided structured opportunities for participants to practice appearance management for protocol-related contexts. The following section presents the stages and outcomes of implementing the digital self-makeup training program.

Implementation of the Training Program

The training began with an explanation of professional appearance, grooming, and the relevance of self-presentation to protocol-related responsibilities. This stage linked the practical activities to the professional contexts where participants would apply them. The trainers then demonstrated the procedures sequentially while introducing the functions and appropriate use of the available tools and products. Following the demonstration, participants reconstructed the demonstrated procedures through step-by-step guided practice. The program documentation recorded participants observing the demonstration, preparing the required products, and following the practical instructions with assistance from the training team. This sequence provided a structured transition from conceptual explanation to observation and direct application. This practice-oriented learning aligns with evidence that direct practical experience supports the internalization of makeup skills and professional preparation (Hunafa & Rosyanafi, 2025).

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Figure 1. Demonstration of Protocol Beauty Makeup Application
Source: Authors' Documentation 2026

The demonstration stage enabled participants to observe the application procedure, the use of makeup tools and products, and the protocol beauty makeup sequence directly, as illustrated in **Figure 1**.

Differentiated and Gender-Inclusive Training Content

The training content was differentiated according to the grooming needs of female and male participants. Female participants received protocol beauty makeup training, whereas male participants joined a Handsome Class centered on facial care and professional grooming. The female training component focused on protocol beauty makeup intended to create a neat, fresh, and appropriate appearance for formal institutional activities. The practical sequence included applying face powder, blush, eyebrow pencil, lipstick, and supporting tools. Rather than promoting elaborate cosmetic transformation, the training emphasized proportional application and suitability for protocol settings. This orientation is consistent with the view that appropriate everyday makeup can help university students present a fresh, neat, and professional impression while supporting confidence and self-expression (Maharani et al., 2026; Subaidah et al., 2023). During guided practice, participants followed the demonstrated sequence and used the available tools and products with trainers' assistance. The documented activities show that participants could reproduce the demonstrated procedure directly during the training session.



Figure 2. Guided Self-Makeup Practice among Female Participants
Source: Authors' Documentation 2026

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The guided practice stage allowed female participants to reconstruct the demonstrated makeup procedure using their own tools and products, as shown in **Figure 2**. The Handsome Class extended the program beyond the conventional perception that appearance-related training is intended only for women. The content focused on facial cleansing, peeling, facial masks, serum, and sunscreen as fundamental stages of facial care and professional grooming. This differentiated approach avoided applying the same cosmetic procedures to all participants and instead provided content considered relevant to male professional appearance. Facial characteristics can shape perceptions of attractiveness and trust in interpersonal contexts, suggesting that male appearance management also warrants attention in public-facing roles (Póvoa et al., 2025). At the same time, individuals may evaluate beautification practices differently by gender, reinforcing the need for proportional and context-appropriate grooming instruction (He et al., 2023).



Figure 3. Male Participants Attending the Handsome Class
Source: Authors' Documentation 2026

Including the Handsome Class therefore strengthened the program's gender-inclusive character while maintaining its focus on professional self-presentation. Male participants attended a separate Handsome Class focused on professional grooming and facial care, as shown in **Figure 3**.

Integration of Digital Learning Materials

The program incorporated digital learning materials to support the delivery and continuity of practical instruction. The training team used a digital module and presentation slides to organize the content, display the sequence of each procedure, and reinforce the trainer's explanation and demonstration. The materials covered the selected products' functions, the required tools, and the stages of protocol beauty makeup and facial care. During the face-to-face session, the presentation materials provided a shared visual reference for participants, while the digital module provided a reusable program output for later review. This integration was particularly relevant because the training involved participants from different faculties with varying levels of prior familiarity with makeup and grooming procedures. Accordingly, the digital learning materials complemented the direct demonstration by providing a more consistent and structured representation of the training content.

Relevance to Professional Branding Development

The program produced immediate, observable outcomes relevant to professional branding development by translating professional appearance into procedures participants could practice directly. Female participants completed guided practice in protocol beauty makeup, while male participants followed facial care and grooming procedures intended for formal, public-facing contexts. Their documented participation in preparing products, following the demonstrated sequence, and completing the practical activities shows that professional self-

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presentation was addressed as an applied capacity rather than only as a concept. This contribution is consistent with evidence that practice-oriented makeup training supports professional preparation (Afifah et al., 2024) and that career-oriented training involving job-interview simulations, CV preparation, and professional LinkedIn profile development supports young workers' employment preparation and professional self-presentation (Cindoswari et al., 2026). These findings support the practical relevance of the present program to professional branding. However, because the program did not administer a professional-branding scale or participant-response instrument, the documentation cannot determine whether, or to what extent, participants' professional branding changed.

Discussion

The implementation findings demonstrate the practical value of combining explanation, demonstration, and guided practice within appearance-related training. This sequence allowed participants to observe each procedure before reproducing it with the available tools and products while receiving assistance from the trainers. Practice-oriented programs have used lectures, demonstrations, mentoring, and direct practice to develop participants' understanding of makeup techniques, professional appearance, and confidence (Afifah et al., 2024). Direct practical experience has also been associated with internalizing makeup skills and professional preparation (Hunafa & Rosyanafi, 2025). Although the present program did not quantitatively assess skill improvement, its documentation confirms that participants had opportunities to observe, practice, and receive guidance during the same session.

The differentiated content represents another important contribution of the program. Previous makeup-training programs have focused on women, community participants, or students in beauty-related education (Afifah et al., 2024; Burhanuddin et al., 2025), while the present program also provided content specifically designed for male participants. The Handsome Class framed facial cleansing and skincare as professional grooming rather than cosmetic beautification. This distinction mattered because facial appearance can shape perceptions of attractiveness and trust in interpersonal interactions (Póvoa et al., 2025). Beautification strategies may also produce different social evaluations by gender, making proportional, context-sensitive instruction necessary (He et al., 2023). The separate yet complementary components therefore enabled appearance-related training to address both male and female participants without imposing identical practices.

The documented implementation also illustrates how grooming and self-makeup training can provide a practical foundation for professional branding in protocol-related roles. Participants not only received information about professional appearance but also observed the procedures, prepared the required products and tools, reproduced the demonstrated stages through guided practice, and completed appearance-management activities appropriate for formal and public-facing roles. These observable activities enabled participants to practice presenting themselves in a manner consistent with the professional expectations of prospective protocol officers. This form of professional self-presentation matters for professional branding because a credible professional identity requires consistency across personal qualities, behavior, communication, and visual presentation (Azizi et al., 2025).

Complementary evidence from a program the authors described as personal branding training showed that practical activities, including job-interview simulations, CV preparation, and professional LinkedIn profile development, supported young workers' employment preparation and improved their professional documents and digital presence (Cindoswari et al., 2026). Previous practice-oriented training has similarly linked makeup competence with professional preparation (Afifah et al., 2024; Burhanuddin et al., 2025). Accordingly, the present program provided a practical foundation for professional branding by developing context-appropriate professional self-presentation. However, because no dedicated instrument measured professional branding, we cannot claim an increase in this construct.

The differentiated design was particularly relevant to including male participants in the program. Rather than requiring male and female participants to perform identical cosmetic procedures, the Handsome Class focused on facial care, cleanliness, neatness, and context-appropriate professional grooming. Evidence supports this approach:

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men use skincare and cosmetic products to address facial and skin concerns, maintain their appearance, practice self-care, and meet occupational demands (Diniyah et al., 2023). University students have also reported positive motivation to use skincare for personal care and appearance support, although appropriate product selection and use remain important (Septiawardani et al., 2025). The importance of adapting appearance-management education to participants' characteristics and social contexts is further illustrated by a fresh-look makeup program for female senior high school students.

The programme emphasised safe, natural, clean, proportional, and context-appropriate appearance practices while promoting neatness, modesty, and responsibility in public self-presentation (Febrianty et al., 2025). Although the program involved female adolescents rather than prospective protocol officers, its context-sensitive approach supports the principle that appearance-management training should be adapted to participants' needs and anticipated social roles. The Handsome Class therefore recognized male grooming as legitimate professional self-care while adapting the training content to participants' needs and anticipated protocol-related responsibilities. However, the program did not evaluate changes in grooming competence, self-confidence, or professional identity; consequently, its documented contribution is limited to providing participants with relevant knowledge and guided practical experience.

The content provided to female participants was also designed around the requirements of the intended professional setting rather than reproducing popular beauty trends. The session emphasized facial preparation, appropriate product selection, and the staged application of protocol beauty makeup suitable for formal and public-facing activities. This emphasis aligns with evidence that cosmetology students view skin preparation as an essential stage of makeup application and recognize the importance of adapting procedures and products to individual skin types and conditions (Maharani et al., 2026). Structured practical instruction is further supported by experiential makeup training that includes product and tool introductions, demonstrations, direct practice, personalized assistance, and instructor feedback.

The program involved 20 correctional-facility participants, 15 men and five women, and reported that 80% acquired basic makeup techniques while also showing increased confidence and motivation to pursue employment or entrepreneurial opportunities (Rizaldi & Septiani, 2025). Although university students may show considerable interest in trend-driven makeup styles (Zulfia et al., 2025) and branded or socially popular cosmetic products (Nadya et al., 2024), the present program prioritized contextual appropriateness, neatness, and professional presentation over trend adoption or product consumption. Accordingly, the program treated protocol beauty makeup as a functional appearance-management practice adapted to formal institutional responsibilities rather than as an expression of a particular beauty ideal.

This practical foundation becomes clearer when appearance management is considered alongside the broader competencies required in protocol-related roles. Previous university-based makeup training similarly combined lectures, demonstrations, hands-on practice, discussions, and expert mentoring to develop students' technical knowledge, confidence, and awareness of professional appearance (Sakti et al., 2025). The present program extends this practice-oriented approach by providing differentiated content for male and female students preparing for protocol-related responsibilities. Nevertheless, professional preparation for such roles cannot be reduced to physical appearance. Communication ethics, including politeness, professionalism, punctuality, appropriate body language, emotional control, and effective communication, also influence how protocol officers represent institutional figures and activities (Mauludin et al., 2025).

Students' perceptions of protocol services likewise highlight professionalism and compliance with official-event standards while identifying consistency of information, participant comfort, and interpersonal communication as areas requiring continued improvement (Rustam et al., 2026). Therefore, the grooming and self-makeup training in the present program should be understood as one complementary dimension of professional preparation that supports, but does not replace, the ethical, interpersonal, and procedural competencies required of prospective protocol officers. Using digital learning materials supported the program's organization and potential sustainability. Based on

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interviews with several participants, some had previously used YouTube tutorials to learn makeup. However, they reported that difficulties applying the steps demonstrated in these tutorials do not necessarily ensure learners can apply makeup procedures appropriately, highlighting the need for more structured guidance. This aligns with evidence that learners who independently consulted makeup tutorials on YouTube could still struggle to select and apply age-appropriate makeup and therefore benefited from structured guidance (Munawaroh et al., 2024).

The digital module and presentation slides provided a consistent sequence for communicating information about the tools, products, and application stages. This aligns with evidence that visual presentation and communication in instructional videos can influence learners' motivation, retention, and knowledge transfer (Beege et al., 2022; Hayaturrohmah et al., 2025; Ridwan et al., 2021). The reusable format allowed participants and future program organizers to revisit the content after the face-to-face session. Nevertheless, the available documentation did not establish how frequently participants accessed the module after the training, how they used it independently, or whether reviewing the materials improved their practical performance. Further evaluation is therefore required to determine the long-term use and educational contribution of the digital learning materials.

Program Strengths, Limitations, and Sustainability

The program's principal strengths were its differentiated content, practical training sequence, cross-faculty participation, and integration of digital learning materials. The combination of presentation, demonstration, and guided practice delivered the content in a structured sequence. At the same time, the separate protocol beauty makeup and Handsome Class components accommodated different participant needs. The involvement of 83 students demonstrated the program's capacity to reach a relatively broad group of prospective protocol officers within a single activity. In addition, the digital module and presentation materials were reusable outputs that could support future implementation without requiring a complete redesign.

The program also had several limitations. Its evaluation relied on documentation and observable outputs because it did not administer a pretest, posttest, performance rubric, personal branding scale, or participant-response questionnaire. Consequently, the program could not quantify changes in grooming competence, confidence, attitudes, or professional branding. The documentation also did not measure participants' subsequent use of the digital module or the retention and application of the skills after the training. Future implementation should therefore include structured assessment instruments, follow-up evaluation, and repeated practice sessions to examine learning outcomes and the sustainability of the program's contribution.

CONCLUSION

The digital self-makeup training established a practical and inclusive capacity-building approach for prospective protocol officers at Universitas Pendidikan Indonesia. The program involved 83 students from different faculties and combined material presentation, demonstration, and guided practice with digital learning materials. The differentiated design accommodated female participants through protocol beauty makeup and male participants through a Handsome Class focusing on facial care and grooming. Completion of the planned stages, documented participant involvement, and the production of reusable digital learning materials indicate that the program was implemented as designed and provided structured support for professional appearance development. However, the lack of a dedicated performance assessment and participant-response instrument prevented the program from measuring changes in participants' competence, confidence, or professional branding. Future programs should incorporate structured evaluation instruments, repeated practice sessions, and follow-up assistance. This training approach can also be adapted and replicated for prospective protocol officers across faculties and regional campuses.

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AUTHOR'S NOTE

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