
**EVALUATING THE DOORMAT CREATING LIFE SKILL PROGRAM IN THE CAHAYA
KAHURIPAN BANGSA COMMUNITY LEARNING CENTRE LEMBANG**

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ABSTRACT

Non-formal education involves the *Paket* program, which the Cahaya Kahuripan Bangsa Community Learning Centre deems insufficient in supporting their learning community's needs and the demands of the society. For that purpose, the community learning centre conducts a lifeskill training program in creating doormats. This study aims to evaluate the said program using Stufflebem's CIPP model, gathering data from interviews, literary studies and observations. While generally showing that each aspect falls into the good category, the results also showed several factors that support and hinder the program. Among those are the participants' motivation, support from the business world, and managerial-related issues. In general, this program has been performing as it intends itself to do.

Keywords : Life Skill, Life, Skill, Training, Doormat

INTRODUCTION

The Cahaya Kahuripan Bangsa Community Learning Centre (further referred to as CKB CLC) sees non-formal education as an inseparable part of community education. While already performing years of experience of conducting the *Paket* program, CKB CLC sees that the *Paket* program alone is not sufficient for their learning community. To help the community in performing well as they live in the society, CKB CLC establishes a lifeskill training program. The doormat creating lifeskill training program is one among many.

Lifeskill programs, while commonly prepared for adolescents, are also available for early-age children to participate. In the research's context, the project is deemed effective, despite follow-up studies regarding the permanence of the skills taught are still due (Akfirat & Kezer, 2016). One considerable achievement of the program is the development of a training program usable for later studies. It enables further reinforcements of the skills once the children grow up to adolescents. In spite of this, some studies reported insignificant effects of the study (Gazioğlu & Canel, 2015). This aspect alone is worth the consideration, for lifeskill programs are not a success guarantee.

There is a communal need to include lifeskill acquisition programs in all adult training. Lifeskill training may enhance adults' social function roles irrespective of age, gender, marital status or qualification (Taute, 2007). For instance, employees with healthy mental state and balanced physical condition tend to display enhanced work performance. Lifeskill programs may prepare such employees, particularly their

physical, emotional, cognitive, and social level. Their need is high (Hasbi, 2006), shown by how the community highly participates in lifeskill programs.

This research aims to evaluate the performance of the program held in CKB CLC. Using the CIPP model, we aim to discover four aspects. The first, *context*, involves the community participation in the program, the location of the program, and the community knowledge of doormat creating. The second, *input*, involves the motivation and characteristics of the participants, experts, fundings, and infrastructures. The third, *process*, involves the participants' activities during the program, the learning strategy and their interpersonal relationships. The fourth, *product*, involves the product and the program's impact on the society.

By evaluating the program, we hope to seek what factors that support the program's performance and what factors that hinder the program's performance to achieve what it expects. In addition, we expect to conclude whether the program performs as it expects, or whether there are significant issues that hinder it from being optimal.

Similar Papers

We have considered a number of relevant resources that may serve as a supporting background as to the reason we conduct this research. These resources perform similarly in different researches, yet they still have a considerable value that we should consider in studying the issue.

The implementation of a specific evaluation model is not the only factor that determines the successfulness of an evaluation process (Muryadi, 2017). There are a number of other factors as well. Such factors may be different in every evaluation attempt, but most of them come from external, unexpected sources that are out of the organizers' power.

The CIPP model has also seen its usage in evaluating an entrepreneurship program developed and ran by CLC Tunas Bangsa Tugu, Semarang. The results include (Pamungkas & Fauziah, 2014):

- a) finding a correspondence between the participants' needs, participations and their workshop knowledge,
- b) categorising the participants' motivation and characteristics, the tutors' characteristics, funding, and infrastructure into the good category,
- c) categorising the participants' activities during the training, their learning strategy, and their interpersonal relationship into the good category,
- d) concluding that the workshop entrepreneurship program is well implemented, and
- e) discovering factors including high motivation and infrastructure availability as supporting factors and vacancy sources and workshop equipment loss as inhibiting factors.

While this research comprises methods similar to what Pamungkas and Fauziah used in their research, the context of this research, as well as the subject, are entirely different. Their program is an entrepreneurship program, which comprises a mechanical workshop. Participants were most likely men—this is subject to further research due to lack of information in their research paper. This research studies about doormat making

program. While lacking the word 'entrepreneurship' in its title, on its implementation, entrepreneurship values were intensively taught and practised throughout the program. Participants were not limited to only either men or women, and in fact, were not only limited to individuals who were participating in CKB CLC's *Paket* program.

Another research studies lifeskill programs in terms of its roles in reducing poverty levels. Its conclusion is that the participants may not display their competency in the skills being taught in workplace scenarios (Suryono & Tohani, n.d.). This is because the organizer still has limited access and relationships with other instances, limiting the possibilities of the program's participants to practice their skills in a workplace or real-life scenarios.

A research done by Koswara (2014) studies the management of lifeskill programs in *pesantren* (Islamic boarding schools) scenarios. Its results show that the management performed not as the program expects. The proofs are incomplete program plans and lack of documentation and notes. In addition, program evaluation was hindered by the lack of assessment instruments. Nonetheless, the program execution was well without other noteworthy issues.

Siregar (2017) conducted a similar research in a *pesantren* scenario at Kabupaten Pandeglang. Its planning comprises setting program goals, identifying needs, and composing the program curriculum: academic support, religion, vocational skill and community service. The execution comprises participants' organising and class management. The evaluation focuses on the participants' skill practised in transforming religious values through what they obtained in the program.

METHOD

The category of this research is program evaluation research. This research evaluates the doormat creating lifeskill training program using Stufflebem's CIPP (Context, Input, Process, and Product) model (citation). This model is appropriate because it evaluates all aspects that require evaluation in concluding if a program is successful. It is complete—in a sense that it evaluates context to assist in formulating objectives, inputting aspects to aid program preparation, processing to direct the enforcement of the program, and producing to determine what the program achieves (Warju, 2016). The following figure illustrates the CIPP evaluation model.



Figure 1. The CIPP evaluation model

As such, this research uses the qualitative approach and the descriptive method. We see the model, approach, and method being close to the systematic model of community education evaluation, involving components, process, and the purpose of a program (citation). In this research, we focus on the four aspects of CIPP in evaluating the program:

Context Evaluation

Context evaluation evaluates the reason a program is implemented. If the program is a large-scale program, this evaluation might comprise the program's objectives, social policies that may support or inhibit the program, social policies that may support or inhibit the vision and/or mission of the organizer, the environment the program takes place in, identification of needs, opportunities, and other issues that the program may deal (Warju, 2016). This evaluation may serve to plan decisions that organizers may take to improve their program. In our context, the *context* aspect involves the participants' participation and needs, as well as where the training is located and the participants' initial knowledge of the lifeskill trained.

Input Evaluation

Input evaluation evaluates sources that may be suitable to achieve what a program desires. This may be used to discover problem-solving strategies, planning programs and design programs (Warju, 2016). The results take many forms, but commonly it takes the form of budget plans, schedules, proposals and SOPs. In our context, the *input* evaluation aspect aims the participants, expert, and the program organizers. Specifically, it will evaluate their motivation, characteristics, fundings, and infrastructure.

Process Evaluation

Process evaluation results in feedbacks to individuals who partake the activities in a program to take responsibilities for what they do in the program. This may take several forms, including (but not limited to) the monitoring of potential failure sources, the preparation of initial information to plan decisions, and the explanation of processes that actually happened (Warju, 2016). Evaluation process assesses an aspect based on defined objective standards, then organizers or evaluation partakers take action based on the results (Djaali & Ramly, 2000). It requires collecting data through instruments such as observation guidelines, assessment scales, and field notes.

Worthen and Sanders (in Sawitri, 2007) argued that the process evaluation aims to describe:

- a) weaknesses and strengths found during program execution,
- b) information regarding a taken decision, and
- c) how organizers preserve their field notes regarding important points they found during program execution.

In our context, the *process* evaluation aspect involves evaluating the participants' activities during training, their learning/training strategy and their interpersonal relations. The evaluated indicators are the learning in a classroom context, involving the method and approach, additional learning sessions, practice/application sessions, and time allocation.

Product Evaluation

Product evaluation deals with the achievement of program objectives—i.e. what the program expects to achieve and what it expects its participants to achieve. This also deals with measuring impacts of expected occurrences and unexpected occurrences. It enables the evaluation to conduct during and/or after the program. Stufflebeam (in Warju, 2016) argues that this evaluation comprises four aspects: *impact* (i.e. the impact of the program to its participants and to the community in general), *effectiveness* (whether the program performs as it expects), *sustainability* (whether the program preserves from time to time), and *transportability* (whether the program is mobile).

In our context, *product* evaluation aspect comprises evaluating the impacts of the program. While the other aspects are not examined in-depth, it does not imply that the other aspects are not examined. It simply means that the impacts of the program take higher priority over the others.

Additionally, the subject of this research is the participants, lifeskill training program organizer (represented by the principal of CKB CLC), and the experts involved.

RESULTS AND DISCUSSION

Results**The context aspect**

Lifeskill education in non-formal education is an effort to improve the skills, knowledge, attitudes and abilities that enable participants to live independently. In its implementation, lifeskill education grounds on the Four Pillars of Education. The four pillars comprises “learning to know” (to learn to acquire knowledge), “learning to learn” (to learn how to learn), “learning to do” (to learn how to ‘perform’ skills related to the knowledge), and “learning to live together” (to learn how to live together). Among all other lifeskills, the CKB CLC trains its learning community to create doormats. The program is learner-oriented, orienting itself to surrounding opportunities.

The training takes place at the CKB CLC learning environment, also used by learners of *Paket A, B, and C*. Its specific address is Ruko Central Lembang, which is the strategic epicentre of Lembang traversed by various public transportations.

The organizer aims this program to support the participants with lifeskills. It would later enable them to make doormats on their own and sell it for extra income. The high intensity of doormat needs and the initial high demands of knowledge to make doormats from the learning community supports the establishment of the program.

The input aspect

The participants’ motivation in the early years were high—i.e. they were enthusiastic. This indicator is their punctuality.

They joined the program over their own will. After joining, if they feel incompatible they may quit the program. There is no punishment for such behaviour by the organiser. The participants aside, experts also have a significant role in the program. Such role demands the expert to have adept skills and proficiency. CKB CLC instructors, also playing the role of ‘experts’ as mentioned, have such adeptness based on their years of experience.

There are two funding sources to support the program. The principal of CLB CKC stated, “At first, we fund this program on our own. However, at present, we are grateful for the hefty sales profit from *Yogya Department Store Group* and other instances. It is enough to support the program. We use the fund to purchase all we need to create doormats: rags, necessary tools, and other operational expenditures.”

Infrastructures are also crucial in supporting the program. This includes doormat moulds, rags, scissors, needles, and yarns. All those are sufficient to fulfil the needs of this program.

The process aspect

The participants have had good times in their activities during the program. Their presence shows their enthusiast. One of the instructors, AD, stated, “They *love* to come. If they are absent, it must have been because of something urgent. They just *love* doing activities in the program so much they rarely absent.” In addition, K, another instructor, stated, “It feels good to be an instructor in this program. I love how disciplined,

committed, and enthusiastic they are. Just looking at them also makes me feel more enthusiastic.”

The usage of doormat making tools also plays a significant role in supporting the process. Instructor K strengthens this argument with their statement, “We try to use things efficiently to make sure the training is not hindered.”

No.	Name	1st week	Activity	Time	2nd Week	Activity	Time
1.	Group A	Monday	Theory	10.00	Monday	Theory	10.00
				-			-
		Wednesday	Practise	12.00	Wednesday	Practise	12.00
		Friday	Practise	10.00	Friday	Practise	10.00
		Saturday	Monitoring	12.00	Saturday	Test/evaluating	12.00
				10.00			10.00
				-			-
				12.00			12.00
				10.00			10.00
				-			-
		12.00			12.00		
2.	Group B	Tuesday	Theory	13.00	Tuesday	Theory	13.00
				-			-
		Thursday	Practise	15.00	Thursday	Practise	15.00
		Friday	Practise	13.00	Friday	Practise	13.00
		Saturday	Monitoring	15.00	Saturday	Test/evaluating	15.00
				13.00			13.00
				-			-
				15.00			15.00
				13.00			13.00
				-			-
		15.00			15.00		
3.	Group C	Monday	Theory	10.00	Monday	Theory	10.00
				-			-
		Wednesday	Practise	12.00	Wednesday	Practise	12.00
		Friday	Practise	10.00	Friday	Practise	10.00
		Saturday	Monitoring	12.00	Saturday	Test/evaluating	12.00
				10.00			10.00
				-			-
				12.00			12.00
				10.00			10.00
				-			-

No.	Name	1st week	Activity	Time	2nd Week	Activity	Time
				12.00			12.00
				10.00			10.00
				-			-
				12.00			12.00
4.	General Group	Tuesday	Theory	13.00	Tuesday	Theory	13.00
				-			-
		Thursday	Practise	15.00	Thursday	Practise	15.00
		Friday	Practise	13.00	Friday	Practise	13.00
				-			-
		Saturday	Monitoring	15.00	Saturday	Test/evaluating	15.00
				13.00			13.00
				-			-
				15.00			15.00
				13.00			13.00
				-			-
				15.00			15.00

Table 1. Schedule

The interaction between participants and instructors goes without any gaps between them. There is no tension between them. Communication goes without any issues, making for a more comfortable teaching and learning atmosphere. This prevents them to feel bored during sessions, instead of making them feel relaxed yet serious in doing activities.

The participants, guided by instructors, tailored to their needs, opportunities, and completion, implement and design their independent study learning activities. First, 20 hours of instruction from two instructors serves to train them the basics of creating a doormat. Theory and practice put together into an immediate trial session. This first stage goes for one day. Afterwards, the participants have direct practice to create doormats for two weeks.

Internal monitoring and evaluation are after one week of practice. This is to find out how the training goes, finding what lacks and needs attention, and carries out any necessary fixes possible.

The product aspect

Implementing a supportive attitude will foster creativity, thus making implementations more effective. In addition, adequate resources for each activity—be it the human resource, funding resources, or other resources involved in the program—supports good communication. It is the liaison between the deliveries of messages from the government to the public. Community support power is in a level of sufficient participation in program execution.

Of these aspects, the program implementation results in a group of trained individuals with adeptness in creating doormats from available resources. They have gained skills from the training, and thus may help themselves in their daily life after they graduate. Practical skills weigh heavily than theoretical skills, resulting in trainees having adeptness that is more practical over theory memorization.

Additional Findings: Factors

As additional findings, we have also discovered several factors that influence the program. These factors may support or hinder the program from completing its objective.

Supporting factors include the funding from a backing foundation. This is especially at early stages, where the funding supports the program in its entirety. In addition, strategic training venue gives advantages for participants. Located in the centre of the town, this strategic place enables the participants to have fewer difficulties in reaching the venue. Suppliers of raw materials also gain some advantage—they reach the venue easily, thus enabling efficient deliveries of materials needed in the practice. Potential customers can also notice the venue easily. They may either sign up for the program or purchase the doormats created by participants. This helps the program to gain more recognition from the community.

Supports from participants who truly participate in this program may also support the creation of high-quality homemade doormats. In addition, community support, especially those offered by The Yogya Department Store Group, supports the program. They are willing to purchase the produced doormats with a reasonable price. This later turns to be one primary source of funding that sustains the program.

On the contrary, over the past two years, the number of participants are decaying. According to the organizers, this is most likely due to community attitude—they prefer faster, if not instant, income, whereas creating doormats takes some time, patience, perseverance and thoroughness. In addition, interests in joining the program come mostly from seniors. They have adept persistence, thoroughness, and patience, yet they lack in terms of speed. This often causes production results not meeting desired targets.

Discussion

Context

Nonformal education programmes prioritise efforts to fulfil the needs expressed by the public. These centres on the construction and development of entrepreneurship. Referencing the curriculum of equality education (Departemen Pendidikan Nasional, 2004), the programmes aim to:

- (1) form individuals who have religious beliefs, behave appropriately, and have acceptable characters and behaviours,
- (2) provide meaningful and productive learning in acceptable standards,
- (3) provide lifeskills oriented to careers, entrepreneurship, vocation and jobs, and
- (4) provide necessary requirements to either proceed to higher education and/or to live in the society.

There are eight characteristics suggested by Kindervatter (Kamil, 2009) that is used by community learning centres in their efforts to improve the independence of their learning communities. Those are:

- (a) forming study groups into small groups,
- (b) training agents as facilitators,
- (c) training facilitators as participative leaders,
- (d) slowly transfer responsibilities from agents to learning community members,
- (e) interacting non-hierarchically and democratically among each other,
- (f) conducting activities integrating action and reflection,
- (g) developing self-reliance, and
- (h) improving social, economic, and/or political independence.

This program is one of many other programs to improve the skills of CKB CLC's learning community members. It is intended to provide skill, knowledge, self-esteem, independence, diligent, action-oriented, work-as-you-study, hard-working, and creative aspects to help someone improve their life both present and in the future.

While initially having good reception and enthusiast, community interest in this program began to decay after the past two years. Nonetheless, this program helps to change the attitude and behaviour of its participants. They become more confident both in jobs and in entrepreneurship, while also becoming more independent than they were. Because of this program, some of the participants who were previously unemployed began having positive, useful activities that support their life.

Input

This program runs will in the presence of high motivation and participation from its participants. This may increase their curiosity over new things, which may also affect their learning activities and outcomes.

CKB CLC implements several approaches in learning sessions of this program (Komar, 2006):

- (a) self-study by making use of experiences gained from activities to acquire knowledge and skills,
- (b) mutual learning between participants who have knowledge and skills beforehand and beginner participants,
- (c) learning together with instructors to gain new knowledge and skills,
- (d) knowledge and skill course under the guidance of learning resources, and
- (e) internship by learning, working and experiencing the usage of newly acquired skills and knowledge in real-life situations supervised by someone with adept skills.

Interview results show that the program performs well without issues. Infrastructures are also sufficient and capable of supporting the participants' activities. These benefits the participants, specifically because of their high motivation, perseverance, and patience in the program are supported by capable infrastructures and suprastructures.

Different backgrounds of the participants do not hinder the program execution. Most of them had no initial experiences in creating doormats. This makes the instructors' role optimal in transferring their knowledge.

Process

There is a range of choices that instructors may use in processing learning interactions to achieve specified goals. In choosing them, several factors may worth considering: learning goals, material characteristics, participants, facilitators, time, and infrastructure supporting power. Several practicable methods include (1) classical, (2) group, (3) demonstration, (4) guided tutorial, (5) inquiry, and (6) learning while doing (Suryono & Sumarno, 2012).

This independent-aiming program has similar conditions. Participants design and conduct the learning activities them with the guidance of an instructor, tailored to meet their needs. This supports building independence among them. They are encouraged to take decisions and act according to their own needs and wishes, among them is to fulfil their needs.

There are two phases in the strategy implemented in the lifeskill training program: the theory-learning phase and the direct practice phase. The theory phase spans one day in the schedule. It is because most of the participants have no prior experiences in creating doormats, specifically those made of rags. The theories will discuss what kind of rag they would need, the size of the mould, and what to do and prepare before creating a decent quality doormat. Afterwards, in the direct practice phase, they try to create doormats under direct guidance from instructors. An average number of them managed to finish the task in two weeks, note that they practice at their own pace at home diligently.

Participants accept this strategy. Their relationship with instructors becomes closer because they guide them continuously. The closeness and warmth comfort the participants and further their resolute in participating the program.

Several methods are used, and among them all, the learning-by-doing plays an important role. It is the phase where each method's results, in both theory and practice, can play in a field-like situation tailored to the participants' needs.

The monitoring and evaluation start one week after the program starts. Among all aspects, the noteworthy aspect to monitor and evaluate is the training process, identifying what lacks and what needs improvements. Relationships between the participants and instructors are put into consideration, becoming a significant factor in determining the continuity of the program. Emotional and mental communication between participants are also considered.

Product

Non-formal education establishes in neighbourhood communities and institutions. It serves the needs of the community to learn so they know how and what to learn that match their needs and habits. They may choose skills and perform learning activities, as well as be able to interact positively with learning resources and the environment.

Kamil (2009) argues that there are three important goals in order of establishment and development of a community learning centre. First, it must empower communities to be self-sufficient (independent). Second, it must improve the quality of community life both in social terms as well as economic. Lastly, it must increase awareness of the problems that occur in their environment so that they may take part in solving them.

In accordance with that understanding, this program will first be in the first match by organizers. They see the surrounding potential, what the needs of the citizens are. With this adjustment, they expected the program to be beneficial to its participants as well as the surrounding community.

In the implementation of life skills training program make a doormat in Light PKBM Kahuripan Nation Lembang in line with the above statement, that is, through several stages to get maximum results. The giving of responsibility to the citizens learned to do when its own practices in the home. With the responsibility given to the citizens of learning, they will be able to work together well with a group or with other groups. The practice alone may increase their experience, thus making them more independent, creative, and more initiative especially in taking decisions.

Additional Findings Discussion: Factors

A successful program has certain factors both supporting and inhibiting it. This program is no exception. It is based on the training that is not only oriented to its participants but also to anyone who is willing to follow the training. Participants come from diverse backgrounds. Their motivation and good cooperation are very influential in securing the program success. Their motivation shows a much-desired one, according to organizers.

Infrastructure is no less important to support the success of a program. Its availability is very influential throughout the program. Adequate infrastructure would result in participants having more control and access to express themselves with what they are learning. On the other side, infrastructure is not without funding issues. Funds provided by foundations and the corporate world for program sustainability will certainly help.

The instructor, a good facilitator, is also one of the supporting factors. It can be seen by examining conditions before and after the program. After the program, participants learn to be more independent, confident, having higher learning motivation, emotional control, capable of start in cooperation among themselves, desiring to achieve very large communications, learning and work for the better. In addition, they learn to get additional income, which would improve their lives.

The inhibiting factors, among all insignificant others, is that some of the younger participants participate less seriously compared to the others. This is overcome by empowering them to learn from the seniors, hoping to achieve production targets. In addition, several managerial-related issues were present.

CONCLUSION

In general, the program has been performing desirably and the evaluation of the four aspects falls this program into the good category. Participants' motivation, funding, and infrastructure are performing well. CKB CLC also gains a relationship with the corporate world, enabling the production to sell in the market world. The learning process has been designed and implemented by participants and has been conducted under the guidance of an experienced instructor. The outcomes of this program, being more independent and capable individuals, has been performing well in their lives in the society.

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