

DEVELOPMENT OF A SOCIAL SKILLS TRAINING MODEL FOR EXPERIENTIAL LEARNING-BASED PACKAGE A LEARNING RESIDENTS IN SOUTH SURABAYA

Durrotun Nafisa ^{a*)}, Fakhruddin ^{a)}, Mintarsih Arbarini ^{a)}

^{a)} Semarang State University, Semarang, Indonesia

^{*)} Email Correspondence: durrotunnafisa2312@students.unnes.ac.id

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Abstract. Students in Package A equality education at the Community Learning Activity Center (PKBM) generally have more limited opportunities for social interaction than students in formal schools, so the development of social skills is an important need in the learning process. This research aims to develop an *experiential learning-based* social skills training model for Package A learning residents in South Surabaya and test the feasibility of the developed model. The research uses the *Research and Development* (R&D) method which refers to the simplification of the Borg and Gall models by Sukmadinata, including three stages, namely preliminary study, model development, and validation test. The training model is designed through *role play activities*, group discussions, and games that provide a hands-on learning experience. The results of the study show that the training model developed is able to improve the social skills of learning residents in interacting in the learning environment. In addition, the results of validation by *expert judgement* showed that the experiential learning-based training model was declared feasible to be applied in learning in the Package A equality education program at PKBM. Thus, the training model developed can be an alternative learning that supports the development of social skills of citizens to learn effectively through meaningful learning experiences.

Keywords: Equality Education Package A; Social Skills; *Experiential Learning*; Training Model.

I. INTRODUCTION

The Package A equality education program is a form of non-formal education service that provides opportunities for the community to obtain competencies equivalent to elementary schools through a more flexible path. The Package A curriculum still refers to the competency standards of national graduates with an emphasis on the development of spiritual attitudes, social attitudes, knowledge, and skills adapted to the characteristics of learning citizens. In contrast to formal education, the learning process in Package A is carried out through a combination of face-to-face learning, tutorials, and independent learning with the Competency Credit Unit (SKK) system, thus providing flexibility for learning residents to adjust the learning process according to their respective conditions and needs (BAN PAUD and PNF Kemendikbud; Permendikbud Number 20 of 2016).

These characteristics make equality education have its own challenges in developing the social ability of citizens to learn. Learning that takes place with less face-to-face frequency than formal schools causes students' opportunities to interact intensively as well as becoming more limited. This condition is strengthened by the application of the concept of independent learning which places learning residents as the main subject in regulating their learning process. However, the success of independent learning is not only determined by individual abilities, but also influenced by the social interactions that occur during the learning process. Fletcher (2016) explained that independent learning still requires interaction with teachers, peers, and the learning environment so that students are able to develop understanding and reflection on their learning experiences.

This phenomenon was found in several Community Learning Activity Centers (PKBM) in South Surabaya. The results of observations and interviews showed that most of the participants in Package A were able to establish social relationships with peers, but these interactions were still simple and had not developed into more complex social skills, such as working together in groups, expressing opinions, resolving conflicts, and building effective communication. At PKBM Budi Utomo, for example, the tutor explained that most of the students have gotten to know each other and are able to interact when participating in activities together, such as archery. However, some students still show shyness, lack confidence, and tend to be passive when in new situations or when asked to express their opinions in front of the class. A similar condition is also found in PKBM Mekar Asri, where social interaction between learning residents has been formed due to the proximity of the living environment, but the

learning process is still dominated by a *teacher-centered* approach so that opportunities to develop social skills through collaborative activities are still relatively limited.

The results of an interview with one of the alumni of Package A who continued their education to the formal junior high school level also showed that there was a difference in social experience between equality education and formal school. The alumni revealed that while participating in learning at PKBM, interaction with friends was very limited because after the learning activities were completed, each participant immediately went home without group activities or discussions together. This condition is different when entering formal school which provides more opportunities to discuss, work in groups, and build social relationships with peers. The findings show that social skills are still an aspect that needs to be strengthened so that Package A graduates have the readiness to adapt when continuing their education to the formal level and when interacting in the community.

Social skills are the ability of individuals to establish interpersonal relationships effectively, adjust to the social environment, and solve various social problems faced. This ability is not carried from birth, but develops through the process of learning and the experience of interacting with the surrounding environment. At elementary school age, the development of social skills is one of the important aspects because children begin to understand their social roles, learn to work together, and develop communication skills with peers and adults. Rezki (2023) explained that social skills have a direct effect on an individual's ability to make self-adjustment. Deliana in Rezki (2023) also stated that low social skills cause children to have difficulty adapting to new environments and individuals. Meanwhile, Cartledge and Milburn in Rezki (2023) emphasized that the ability to adapt to social adjustment is closely related to the mastery of social skills so that they need to be developed through the educational process.

Rose (1983) stated that the social skills of school-age children include verbal abilities to start, maintain, and end conversations, nonverbal skills such as making eye contact and paying attention to the interlocutor, and cooperative behavior in the form of the ability to share, cooperate, and alternate with peers. All of these aspects are important competencies that residents need to have to learn Package A in order to be able to adapt to the formal education environment and community life. However, the learning characteristics of more flexible equality education often cause the development of social skills to not receive optimal attention, so learning innovations that are able to provide a direct learning experience are needed.

One of the approaches that is considered appropriate is the *experiential learning* model. This learning model places experience as the core of the learning process so that students have the opportunity to experience, reflect, understand concepts, and then reapply them in real situations. Bellack, Morrison, and Wixted in Saulin et al. (2018) explain that social skills can be developed, measured, and improved through the right learning process, one of which is through an *experiential learning* approach. Through hands-on experience, students not only understand the material cognitively, but also develop the ability to communicate, work together, solve problems, and build interpersonal relationships more effectively.

The effectiveness of *experiential learning* approaches in improving social skills has been supported by various previous studies. Ade Syarifah (2020) reported that the application of *experiential learning* through games, *role plays*, and group discussions was able to improve students' social skills as shown by the increase in *posttest* results compared to *pretests*. Research by Muhammad Ismail Sholeh (2023) also shows that *experiential learning*-based outbound *activities* provide meaningful learning experiences so that they are able to improve students' social skills through collaborative activities and experiential reflection. In addition, Muh. Asharif Suleman (2024) found that the *experiential learning* approach effectively improves students' communication skills through social interaction, cooperation, and the reflection process that takes place during learning. The results of the study show that *experiential learning* has great potential to be applied in equality education, especially for Package A learners who require a more contextual learning experience and are oriented towards social skill development.

However, the implementation of the *experiential learning* model in equality education, especially in PKBM, is still relatively limited. Most of the learning process is still oriented towards the delivery of material so that the opportunity for residents to learn to gain a collaborative learning experience is not optimal. In fact, the characteristics of Package A learners who are in the age range of active social development require learning activities that allow them to interact, collaborate, discuss, and reflect on their experiences directly. Therefore, it is necessary to develop an *experiential learning-based social skills training model* that is in accordance with the characteristics of equality education and the needs of Package A learning citizens.

Based on this description, this study aims to develop a social skills training model based on *experiential learning* for residents learning Package A in PKBM in the South Surabaya area. The developed model is expected to be an alternative learning that is able to improve the social skills of learning residents while providing practical guidelines for tutors in organizing learning that is more participatory, contextual, and centered on students' learning experiences.

II. RESEARCH METHODS

This research uses the *Research and Development* (R&D) method which aims to develop a social skills training model based on *experiential learning* for residents learning Package A at the Community Learning Activity Center (PKBM). The development model refers to Borg and Gall which is simplified by Sukmadinata into three stages, namely preliminary study, product development, and product validation. This research is limited to the product validation stage through *expert judgment*, so that effectiveness tests have not been carried out on a large scale.

The research subjects consisted of Package A study residents from two PKBMs in the South Surabaya area, namely PKBM Budi Utomo and PKBM Mekar Asri. The selection of participants was carried out by *purposive sampling*, with the criteria of

learning residents aged 10-12 years or at the equivalent level of grades IV, V, and VI of Elementary School. In addition to learning residents, the research also involved PKBM tutors as informants at the needs analysis stage, as well as non-formal education experts and learning practitioners as validators to assess the feasibility of the developed product.

A. Instruments

Data collection used several complementary instruments, namely observations, interviews, needs analysis questionnaires, social skills scales, and expert validation sheets.

Observation is used to obtain an overview of the learning process and the condition of social skills of learning residents while participating in learning activities at PKBM. Semi-structured interviews were conducted with tutors and PKBM managers to explore information about the characteristics of learning residents, the implementation of learning, and the need for social skills training models.

The needs analysis was carried out using an *open-ended questionnaire* that contained five questions about students' learning experiences, group learning, cooperation, and social interaction. The results of the needs analysis are used as the basis for the preparation of the training model design.

The social skills scale is used as a supporting instrument to describe the condition of social skills of learning citizens. The preparation of indicators refers to aspects of social skills developed by Merrell, including peer relationships, *self-management*, *academic* skills, compliance, and *assertiveness*). The scale uses four alternative answers, namely Very Appropriate (SS), Appropriate (S), Not Appropriate (TS), and Very Not Appropriate (STS).

Product feasibility is assessed using validation sheets provided to expert validators. The assessment aspect includes the suitability of the material, the presentation of the training model, the application of *experiential learning* principles, language, and the ease of implementation in Package A learning.

B. Research Procedure

The research is carried out through three main stages. The first stage is a preliminary study which includes literature review, field observation, interviews with tutors, and analysis of the needs of learning residents. This stage aims to identify the condition of social skills of Package A learning residents and the need for a learning model that is more in line with the characteristics of equality education.

The second stage is product development. Based on the results of the needs analysis, the researcher prepared a design for experiential learning-based social skills training in the form of learning guidelines. The training materials are designed using game activities, *role play*, group discussions, and reflection on learning experiences. Furthermore, a limited trial was carried out to obtain input on the content of the material, implementation procedures, and model implementation. The test results are used as the basis for product revision before validation.

The third stage is product validation through *expert judgment*. The validator provides an assessment of the content, design, feasibility, and implementation of the training model. Suggestions and inputs from validators are used to improve the product so that a social skills training model is obtained that is suitable for use in Package A learning at PKBM.

C. Data Analysis

The research data was analyzed using a qualitative and quantitative approach descriptively. Data from observations, interviews, needs analysis questionnaires, and validator suggestions were analyzed using the Miles and Huberman model which included data reduction, data presentation, and conclusion drawn. This analysis aims to obtain an overview of the need for model development and product improvement based on field conditions.

Meanwhile, the data from expert validation results were analyzed in a quantitative descriptive manner using assessment scores on each aspect of product feasibility. The values obtained are then converted into eligibility categories to determine whether the developed training model meets the criteria for suitability or still needs revision. The results of qualitative and quantitative analysis are then integrated as a basis for improving the *experiential learning-based social skills training model* for Package A learning residents.

III. RESULTS AND DISCUSSION

A. Initial Condition of Social Skills of Residents Learning Package A

The research was carried out at two Community Learning Activity Centers (PKBM) in the South Surabaya area that organize Package A Equality Education, namely PKBM Budi Utomo and PKBM Mekar Asri. The two institutions were selected based on the results of the initial survey which showed that both were still actively organizing the Package A program and were willing to be the location of the research.

The results of the initial observations showed that there were differences in learning characteristics in the two PKBMs. At PKBM Budi Utomo, learning does not only take place through the lecture method, but also accompanied by group learning activities and several activities outside the classroom. This condition provides opportunities for residents to learn to interact,

collaborate, and communicate with peers. However, there are still some learners, especially in grade IV, who show lack of confidence and tend to be passive when it comes to expressing opinions or working together in groups.

On the other hand, learning at PKBM Mekar Asri is still dominated by a *teacher-centered* approach. Group learning activities are relatively rarely carried out so that the opportunity for residents to learn to develop social skills is still limited. The results of observations show that some learners have difficulty expressing opinions, cooperating, and using proper verbal communication when interacting with peers. The observation findings were strengthened through the dissemination of the social skills scale (*pretest*) before the implementation of the training.

Table 1. Pretest Results of Social Skills Ability of Learning Residents

Yes	PKBM	Study Citizen Code	Total Value
1	Budi Utomo	ZR	102
2	Budi Utomo	WN	98
3	Budi Utomo	FL	110
4	Budi Utomo	THE DAY	88
5	Budi Utomo	M	107
6	Budi Utomo	AW	99
7	Beautiful Bloom	SRY	108
8	Beautiful Bloom	THE BATTLE	98
9	Beautiful Bloom	AR	112
10	Beautiful Bloom	FBN	92
11	Beautiful Bloom	JO	99

Based on the results of the pretest, the social skills ability of residents learning in both PKBMs still shows variation between participants. These results are the basis for the preparation of *Experiential Learning-based* social skills training that is tailored to the needs of learning residents.

B. Implementation of Experiential Learning-Based Social Skills Training at PKBM Budi Utomo

The implementation of the training at PKBM Budi Utomo began with the provision of a *pretest* to identify the initial condition of the social skills of learning residents. Furthermore, the training was carried out through several activities designed based on *the stages of Experiential Learning*, namely the Communicator game, Guess the Style, and group discussions.

The implementation of the *Komunikata* game shows that in the early stages the participants still have difficulties in forming groups because each of them wants to choose a certain group member. After the group is formed, participants begin to participate in the game according to the predetermined role. During the implementation of the activity, some of the learners, especially from grade IV, still showed a lack of confidence when delivering messages to group members.

The repeated implementation of the game showed a change in the behavior of the participants. Residents learn to be able to adapt to group members, are willing to exchange roles without coercion, and show initiative to help each other when one of the members experiences difficulties. In addition, participants also began to provide input on the course of the game, such as proposals to award points and adjust the game mechanics to make them more interesting.

In the next session, the *Komunikata* game was carried out with different group compositions through random divisions. The change of group members gives students the opportunity to learn to interact with different friends. During the activity, participants looked more enthusiastic, actively discussed, and showed better cooperation than in the initial implementation.

At the end of the activity, a reflection session was held through a joint discussion. Most of the residents said that games help them learn to concentrate, work together, be patient, and maintain group cohesiveness. The results of the reflection showed that participants were able to identify the learning experiences gained during participating in the activity.

The training continued through the game of Guess the Style as an *ice breaking activity*. In the initial implementation, only a small number of students were willing to become demonstrators so that the participation of participants was still limited. However, at the next meeting, there was an increase in the courage of the residents to learn to appear as demonstrators without having to be appointed by the researcher.

The next activity was in the form of a group discussion about inspirational figures. During the discussion, the students were able to form groups independently, share tasks, exchange opinions, and present the results of the discussion in front of other groups. Compared to the initial condition, the learning residents looked more active in communicating and more confident when conveying the results of the discussion.

After the entire series of training was completed, the students learned to fill out *the posttest* instrument as the final stage to get an overview of social skills changes after participating in *Experiential Learning-based* training.

C. Research Results at PKBM Mekar Asri

The initial observation at PKBM Mekar Asri was carried out on February 3-5, 2025 to obtain an overview of the condition of the social skills of residents studying Package A before being given training. The results of observations show that the learning process is still dominated by a *teacher-centered* approach, so that the opportunities for residents to learn to collaborate, communicate, and express opinions in group activities are still limited. The results of interviews with tutors also show that group

learning is still rarely applied, so some learners have difficulty building effective communication, respecting the opinions of friends, and working together in completing group assignments. These findings became the basis for the preparation of social skills training based on *Experiential Learning*.

The implementation of the model began through the *Komunikata* game on May 27, 2025. Participants were divided into groups consisting of three people each, but the process of forming the group had encountered obstacles because some residents learned to choose members of a certain group. Therefore, the division of groups was finally determined by the researcher so that the activities could take place as planned. During the game, the students began to interact through chain message delivery, even though the communication was not fully effective. Some participants still had difficulty conveying information sequentially, while other participants used inappropriate language when there was an error in delivering the message. In addition, participants said that the sentences used in the game were too long, making it difficult to relay information.

The input is used as a basis for improvement in the next implementation. At the meeting on May 28, 2025, the *Komunikata* game was again carried out using shorter and simpler sentences. These changes make it easier for participants to understand the rules of the game and be able to convey messages better. Compared to the previous implementation, cooperation between participants also began to increase, which was shown through the involvement of group members in completing the game.

The next training will be carried out through *Role Play activities* on June 2, 2025. Each group was asked to choose a representative to play the teacher's profession and re-explain the material that had been learned. The results of the observation showed that most of the participants still had low confidence when asked to perform in front of the group. Of the three groups that participated in the activity, only one participant was able to complete the simulation in its entirety, while the other two participants were not able to convey the material optimally because they lacked focus and still felt embarrassed to speak in front of their friends.

The next activity is in the form of a Group Discussion which will be held on June 16, 2025. In this activity, participants were divided into several groups to discuss the figures that had been provided by the researcher. During the discussion process, there was an increase in interaction compared to the initial condition. Most groups are starting to be able to share tasks, discuss, and exchange opinions in completing the tasks given, although there is still one group that needs assistance because communication between members has not been actively carried out.

Overall, the implementation of the training showed the development of social behavior of learning residents compared to the initial conditions. Participants began to participate more actively in group activities, cooperate with peers, and show better courage in interacting during the learning process. After the entire series of trainings were completed, all participants filled out the posttest instrument as a final evaluation of social skills after participating in *Experiential Learning-based* training.

Table 2. Posttest Results of Social Skills Ability of Learning Residents

Yes	PKBM	Study Citizen Code	Total Value
1	Budi Utomo	ZR	95
2	Budi Utomo	WN	98
3	Budi Utomo	FL	111
4	Budi Utomo	THE DAY	97
5	Budi Utomo	M	98
6	Budi Utomo	AW	105
7	Beautiful Bloom	SRY	108
8	Beautiful Bloom	THE BATTLE	98
9	Beautiful Bloom	AR	112
10	Beautiful Bloom	FBN	92
11	Beautiful Bloom	JO	99

Based on the results of the posttest, the social skills scores of the learning residents showed variations in each participant. The change in scores did not occur evenly so that the posttest results did not fully reflect the development of social skills observed during the training. Therefore, the interpretation of the research results is not only based on pretest and posttest scores, but also on the results of observations during the implementation of the *Experiential Learning model* which shows a change in behavior in aspects of communication, cooperation, participation, and courage of learning residents during participating in activities.

D. Discussion

Social skills are one of the competencies that need to be developed in equality education because it is not only related to the ability to interact, but also supports the success of learning citizens in following the learning process and adapting to the social environment. In this study, social skills were studied based on five aspects, namely *peer relationship*, *self-management*, *academic*, *compliance*, and *assertion*. These five aspects are the basis for the preparation of research instruments as well as the development of *Experiential Learning-based* training models.

The difference in the initial condition of social skills in the two PKBMs shows that the learning experience gained by the students has an effect on the development of their social skills. Learners who participate in collaborative activities more often tend to have better communication, cooperation, and participation skills compared to learners who are used to participating in

tutor-centered learning. These findings indicate that learning that provides opportunities for students to interact actively is more effective in supporting the development of social skills than learning that is dominated by one-way delivery of material.

The effectiveness of the *Experiential Learning* model in this study can be understood through its learning characteristics that place experience as the main source of the learning process. In contrast to conventional learning that is oriented towards material delivery, this approach encourages learners to build knowledge through hands-on experience so that social skills develop naturally during the learning process.

The learning process that takes place through experience, reflection, conceptualization, and reapplication provides opportunities for learning residents to develop understanding gradually. The cycle allows learners not only to know the importance of communication and cooperation, but also to experience firsthand how these skills are used in learning situations. Thus, the learning process becomes more meaningful because participants play an active role as subjects in building their own learning experience.

The changes in social skills found in this study show that the development of social skills is more effective when students have the opportunity to interact directly during the learning process. Collaborative activities designed in the training model not only facilitate the formation of communication between participants, but also encourage the development of a sense of responsibility, the ability to work together, and the courage to express opinions. The findings show that learning experiences have a greater role than theoretical delivery of material in shaping social skills.

The findings of this study are in line with the *Experiential Learning* theory put forward by Kolb, which states that knowledge is formed through experiential transformation. The learning experiences gained by the participants are then reflected, developed into concepts, and reapplied in different situations. Therefore, the use of educational game activities, simulations, and group discussions not only serves as a variety of learning methods, but also becomes an effective means of developing the social skills of learning citizens.

In addition to producing changes in the social skills of learning residents, this study also produced a social skills training model based on *Experiential Learning* that has been validated by two expert judgements. The validation results showed that the developed model was considered feasible to be applied as an alternative learning to the Package A Equality Education Program because it was in accordance with the characteristics of learning residents and was able to create more active, collaborative, and student-centered learning. Thus, the resulting model not only has conceptual feasibility, but also has the potential to be implemented sustainably through integration into learning practices carried out by tutors in PKBM.

IV. CONCLUSION

This research succeeded in developing an *experiential learning-based social skills training model* for residents learning Package A at PKBM South Surabaya. The results of the study show that the implementation of social skills training in PKBM is still diverse. PKBM Budi Utomo has integrated social skills development through flagship programs and group learning activities, while PKBM Mekar Asri does not yet have a social skills training model that is applied systematically. Based on the results of the needs analysis, a training model centered on learning residents was developed by applying an *experiential learning approach* through active learning experiences, so as to be able to support the development of social skills according to the characteristics of Package A learning residents.

The results of the feasibility test by the *expert judgment* showed that the training model developed was declared feasible to be implemented with several improvements according to the validator's input. These findings confirm that the experiential learning-based social skills training model can be a relevant learning alternative for Package A equality education programs and contribute to improving the quality of learning and developing social skills of students learning in PKBM.

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