

Participation Rate and Impact of Life Skills Education Activities Success in Rural Communities in the District of Bogor (in Middle Cibitung Village and Kota Batu Village)

Lina Asnamawati^{1*}, Ninuk Purnaningsih², Soenarmo J. Hatmodjosoewito³

¹Open University Distance Learning Program Unit Bengkulu, Sadang Street, Lingkar Barat, Kota Bengkulu
IPB Darmaga Campus, Bogor 16680, Indonesia

²Development Extension Courses, Graduate School of Bogor
Bogor, Indonesia

³Development Extension Courses, Graduate School of Bogor Agricultural University
FEMA Building, Wing 1 Level 5, Kamper Street, IPB Darmaga Campus
Bogor 16680, Indonesia

*Corresponding author's email: [asnamawatilina \[AT\] gmail.com](mailto:asnamawatilina@gmail.com)

ABSTRACT---- *Life skills education is an important thing that should be owned by community to acquire knowledge and practical skills in certain occupations. Life skills education has big contribution to improve employment opportunity and overcome the poverty. Poverty is still in a large amount in Bogor district. This research conducted at Nurul Huda community learning centers which was located in Middle Cibitung village and Jelita community learning centers in Kota Batu village as the organizer of life skills education activities. Life skills education success was determined by participation of community directly from evaluation planning and enjoying the result. Communities would participate in an activity if it was convenient to the needs, interests, talents, and availability of resources and it was continuing that communities were able to apply knowledge and skills acquired for themselves and able to be used to teach the surrounding communities. Life skills education activities would impact to people's behavior change in knowledge that was related with personal skills and academic skills; behavior was related with social skills; and ability was related with vocational skills.*

Keywords--- Life skills education, Participation Rate.

1. INTRODUCTION

Life skills education is a process to acquire knowledge and comprehension which are able to provide practical skills provision and are able to be used as independent business opportunity. By Brolin (1989) life skills education is an education that provide skills provision that a person can live independently, education that is acquired is daily skills, personal skills, and skills for work.

Implementation of life skills education would be beneficial if there is an active participation from communities to attend the program. Communities will participate in an activity if it is convenient with the needs, interests, talents, and availability of resources. Activities that are appropriate with the needs will go sustainably that communities are capable to apply knowledge and skills acquired for themselves and are able to be used to teach the surrounding communities. Participation is an involvement of the community in taking the decision, in implementation of the program through donations of thoughts, in evaluating activities and enjoying the result (Cohen and Uphoff 1997).

Purpose of the research is as follows: (1) to analyze the individual characteristic and life skills education activities profile, (2) to analyze the impact of life skills education activities success, (3) to analyze the differences between two research sites in individual characteristic, activities profile and life skills education activities success, (4) to analyze the influence of the participation rate of life skills education success. This research used survey method that took sample from one population with using questionnaire as a data collection tool.

The research was located in community learning centers in Bogor district. Nurul Huda community learning centers was located in Middle Cibitung village and Jelita community learning centers was in Kota Batu village. As one of the life skills education organizers. Sample on this research was taken 25 percents from the total population which was 40 respondents which were the members of Nurul Huda community learning centers and 43 respondents were the

members of Jelita community learning centers. The data analysis used simple linear regression to measure the influence more than one independent variable (x) on the dependent variable (y) participation rates of the life skills education success.

2. RESULTS AND DISCUSSIONS

Individual Characteristic

Individual characteristic in this research is a socio-demography characteristic which describes community differences based on ages, formal education, informal education, behavior, motivation, knowledge rates, functional skills and experiences. The result of analysis is printed on Table 1.

Result of the research showed that most of respondents categorized in productive age category which were 15-65 years old. Formal education was classified as moderate levels (60%) which were junior high school and senior high school level. Informal education was classified as low levels (75%) with respondents never attended an extension and training before attending life skills education, respondents showed a positive attitude towards the life skills education (81.93%), motivation of respondents was classified as moderate levels (49,40%), the willing to attend the activity was classified as high level (86%). It was because there were willing to add new experiences and business networks.

Respondent's knowledge rates about life skills were classified as high levels (71,08%) that most of respondents had known some handicraft products and how to make them before attending life skills education activities. Respondents had functional skills which were classified as moderate levels (55,42%) which were one until two skills acquired. The life skills experiences before were related to work experiences which were classified as low levels (54,22%) implied most of respondents never worked before attending life skills education activities.

Table 1. Respondent Characteristic

Sub Variable	Category	Nurul Huda	Jelita community	Total	Mann Whitney Different Test Significance
		community learning centers	learning centers		
		Percent	Percent	Percent	
Age	1. Early Adolescence	60.00	37.00	48.00	0.001
	2. Youngster	28.00	33.00	30.00	
	3. Mature	10.00	14.00	12.00	
	4. Older	3.00	16.00	10.00	
Formal Education Rate	1. Low	45.00	35.00	40.00	0.539
	2. Moderate	55.00	65.00	60.00	
	3. High	0.00	0.00	0.00	
Informal Education	1. Low	78.00	70.00	75.00	0.398
	2. Moderate	23.00	28.00	23.00	
	3. High	0.00	2.00	1.00	
Attitude Towards Life Skills	1. Low	5.00	13.95	9.64	0.040
	2. Moderate	7.50	9.30	8.43	
	3. High	87.50	76.74	81.93	
Motivation of Life Skills	1. Low	12.50	2.33	7.23	0.937
	2. Moderate	42.50	55.81	49.40	
	3. High	45.00	41.86	43.37	
Knowledge Rate about Life Skills	1. Low	12.50	0.00	6.02	0.584
	2. Moderate	17.50	27.91	22.89	
	3. High	70.00	72.09	71.08	
Functional Skills	1. Low	17.50	9.30	13.25	0.679
	2. Moderate	45.00	65.12	55.42	
	3. High	37.50	26.00	31.33	
Life Skills Experiences Before	1. Low	72.50	37.21	54.22	0.002
	2. Moderate	25.00	60.47	43.37	
	3. High	2.50	2.33	2.41	

Activity Profile

Activity profile in life skills education activities include life skills activities management, facilitation by facilitators, leader's role in life skills, facilities and infrastructures in life skills. Table 2 shows activity management as

43% respondents felt chances to get involved in life skills activities is in moderate category and 28% respondents got involved is in high category. It is implied that chances that given to communities to get involved is in large amount.

Facilitation by facilitators had been done well as 68,67% was convenient as provision of organizers. Totally, formal and informal leader’s role can be told low as 54,22%. It showed that communities in attending life skills education activities were not given roles from the leader neither community leader nor village officials. The completeness of facilities and infrastructures will support the smooth operation of the activities that is doing by community learning centers, without the completeness of infrastructures it will be a constraints in life skills education activities.

Table 2. Activity Profile

Sub-Variable	Category	Nurul Huda	Jelita community	Total	Mann Whitney Different Test
		community learning centers	learning centers		
		%	%	%	Significance
Life Skill Activity Management	1.Low	12.50	16.28	12.00	0.544
	2.Moderate	55.00	48.84	43.00	
	3.High	32.50	34.88	28.00	
Facilitation by Facilitators	1.Low	5.00	4.65	4.82	0.782
	2.Moderate	22.50	30.23	26.51	
	3.High	72.50	65.12	68.67	
Leader’s Role in Life Skill	1.Low	65.00	44.19	54.22	0.039
	2.Moderate	27.50	34.88	31.33	
	3.High	7.50	20.93	14.46	
Facilities and infrastructures in Life Skill	1.Low	10.00	18.60	14.46	0.661
	2.Moderate	37.50	6.98	21.69	
	3.High	52.50	74.42	63.86	

Impact of Life Skills Education Activities Success

Impact of life skills education success is community’s behavior changes in life skills education activities seen from science in personal skills and academic skills, behavior is social skills, and ability is vocational skills.

Knowledge (Personal Skills and Academic Skills)

Knowledge is individual understanding about something. By Winkel (2009) knowledge is comprehension about how to do something or do something include all the facts that is proved with memory excavating. Life skills need ability to take decision, responsibility, personal skills, ethics and social skills. Knowledge here is related to personal skills and academic skills that respondent acquired.

Personal skills is skill to know yourself by Mc Leod (Syah 2000) personality as typical behavior that someone acquired, behavior, temperament, character, type, interest, and charm. Moderate level life skills respondents are 50,60% that respondents started a relation with people who are new, working with others, trying to solve a conflict, confident, thinking critically, having never give up mental, and having willing to try new things. Skills like that must keep on being fixed and improved.

People from community learning centers besides taught life skills education to communities, also developed personal skills that were created through character education and developing confidence with strong mental to face life problems. People from community learning centers often brought in teachers from out that had experiences and great achievement to give motivation to packet B students, packet C students and literacy students that limited conditions that they had kept on being able to be fixed if they wanted to try and study hard.

Academic skill is called intellectual skills or scientific thinking skills. Academic skill is needed in life skills. Academic skill is ability in thinking scientifically, doing research, and experiments with scientific approach (Depdiknas 2004). Academic skill respondents are classified as moderate level as 60,24% that changed to think scientifically and do experiments to make a product, teach manufacture of products to others, do experiments on variety of products and write products in a book. Continuous efforts are required to fix and improve academic skills.

Academic skill is given to students with giving the learning materials and giving books that support their learning activities and they are given exercises that are related to various types of skills that they are capable to think and have braveness to do the experiments.

Table 3 Percentage of Respondents Knowledge on Nurul Huda and Jelita Community Learning Centers

Personal Skills	Nurul Huda community learning centers	Jelita community learning centers	Total
	%	%	%
Low	7.50	0.00	3.61
Moderate	65.00	37.21	50.60
High	27.50	62.79	45.78
Total	100.00	100.00	100.00
Academic Skills	%	%	%
Low	25.00	0.00	12.05
Moderate	67.50	53.49	60.24
High	7.50	46.51	27.71
Total	100.00	100.00	100.00

Behavior (Social Skills of Cooperation and Social Skills of Communication)

Behavior is organization of thoughts, someone’s beliefs of a certain object or situation to make responses or act in a certain way. Behavior has a beneficial function (facility to reach the goals), maintaining ego function, value expression function, knowledge acquiring function (Walgito 2003). Behavior is related with social skills that include social skills of cooperation and social skills of communication.

Social skills of cooperation shows high percentage as 55,42%. Respondents have be able to socialize, have fun, appreciate others, and build good relation with others. Students are classified in making a product that cooperation connected between them. People from community learning centers always appreciate and give pleasant service to students, for example when students have trouble in capital. People from community learning centers give support that is convenient with students need. Students also often being involved in activity fair or performing arts that is held by Bogor district government that make them socialize with many people.

Good social skills of communication is also needed by someone. Effendy (2005) communication is a process to convey the idea of mind, information, opinion, feeling that is belief, certainty, doubt. Social skills of communication is classified as high as 50,60% that most of respondents have been able to convey information both oral and written, able to describe and express others feeling, able to communicate with many people, and capable of exchanging information with gesture.

Most of communication skills are classified high because students are given chances to ask and express opinion when activities take place. Students are trained to express information, if there is a problem that happened for example there is product defects, students are given chances to express opinion about how to fix it.

Table 4 Percentage of Respondents Behavior on Nurul Huda and Jelita Community Learning Centers

Social Skills of Cooperation	Nurul Huda community learning centers	Jelita community learning centers	Total
	%	%	%
Low	5.00	0.00	2.41
Moderate	52.50	32.56	42.17
High	42.50	67.44	55.42
Total	100.00	100.00	100.00
Social Skills of Communication	%	%	%
Low	35.00	25.58	30.12
Moderate	15.00	23.26	19.28
High	50.00	51.16	50.60
Total	100.00	100.00	100.00

Skills (Vocational Skills)

Skills is ways that is needed most by someone to carry out work activities (Djamahari 2002). Skill can be trained that can do something, without training and grinding sense process, that thought will never be able to create a special skill or ingenious skill because skill is not gift that can be acquired from intensive learning process

By Depdiknas (2004) vocational skills are related to certain work field, like services (workshop, sewing) and certain goods production (livestock, agriculture, plantation). Vocational includes basic vocational skills or pravocational

that includes skills using working tools, measuring tools, picking materials, designing products, and vocational skills support tendency to act and entrepreneurial attitude.

Skill is related to vocational skills shows most of vocational skills are classified as high as 53,01%. It is implied that students are capable to make product well, have prepared future that is related to entrepreneurship. They have thought that work can fulfill their need.

Vocational skill that is given form various types of skills on Nurul Huda community learning centers various of like skills that are given to packet C students are handicrafts, tablecloths, shoes; packet B students are given skills about to sew to make frames and key chains; then literacy students are given skills to make mut garnishes, brooches and flowers. Skill that is given by Jelita community learning centers to packet B and packet C students is batiks, handicrafts, wall garnishes, accessories, shoes, calligraphy, and key chains; literacy students are given skills about foods, flowers, embroiders, and musics. Many types of skills are given to make respondents are able to make it.

Table 5 Percentage of Respondents Skills on Nurul Huda and Jelita Community Learning Centers

Vocational Skills	Nurul Huda community learning centers	Jelita community learning centers	Total
	%	%	%
Low	20.00	6.98	13.25
Moderate	47.50	20.93	33.73
High	32.50	72.09	53.01
Total	100.00	100.00	100.00

Result of Mann Whitney Different Test of Rural Communities

This analysis is looking differences between respondents on Nurul Huda community learning centers and Jelita learning centers. Mean Rank Interpretation from Mean Whitney U Test is if the value of Mean Rank > the value n (N=30), so that shows positive responses on a sentence. If the value of Mean Rank, the value of n, so that shows negative responses on a sentence. Mann Whitney U Test use Confidence Level 95% that the signivicance level is 0,05. This is the Mann Whitney Test.

Decision of Mann Whitney Different Test on Individual Characteristic Variable

Result of Mann Whitney different test shows differences between respondents age, behavior of life skills, and experiences in life skills activities on differences between respondents from Nurul Huda community learning centers and Jelita community learning centers. Respondents age from Nurul Huda community learning centers are more on early adolescents than respondents from Jelita community learning centers. Respondents experiences in moderate category on Jelita community learning centers are more than respondents from Nurul Huda community learning centers. Students from Jelita community learning centers are in Kota Batu village that is suburban village that the chances to work are more that students from Nurul Huda community learning centers.

Table 6 Result of Mann Whitney U Test on Individual Characteristic

Variable	Mean Rank		Mann-Whitney U-Test
	Nurul Huda community learning centers	Jelita community learning centers	
Age	32.55	50.79	0.001
Formal Education Rate	43.54	40.57	0.539
Informal Education Rate	40.22	43.65	0.398
Behavior of Life Skills	47.41	36.97	0.040
Motivation of Life Skills	41.79	42.20	0.937
Level of Knowledge about Life Skills	40.55	43.35	0.584
Functional Skills	43.01	41.06	0.679
Experiences of Life Skills Before	34.61	48.87	0.002

Result of Mann Whitney different test shows changes on formal education rate, informal education rate, motivation of live skills, level of knowledge, and functional skills do not show differences between respondents from Nurul Huda community learning centers with Jelita community learning centers. Formal education rate is on moderate category taht has reach 7-12 years. Informal education rate is on low category because it is lack of chances or not included in training

activities that is effort to develop someone’s skill. Motivation of respondents is moderate that encourage respondents to do act to attend life skills education well. Level of knowledge about life skills on Nurul Huda and Jelita community learning centers respondents is on high category. Respondents from both community learning centers are people that do not have school activities or work activities that there are less functional skills acquired.

Decision of Mann Whitney Different Test on Activity Profile Variable

Result of Mann Whitney different test shows that there are no life skills activity management, facilitation by facilitators, facilities and infrastructure in life skills activities differences. Life skills education activity management both Jelita community learning centers and Nurul Huda community learning centers are not good enough yet. Respondents are include in activities more. Facilitation by facilitators have been done well as 68,67% and it is convenient with provisions organizers. Availability of facilities and infrastructure on both community learning centers is well enough.

Result of Mann Whitney different test shows changes on leader’s role in life skills between Nurul Huda community learning centers and Jelita community learning centers. Formal or informal leader in Kota Batu village role more than leader in Middle Cibitung village. That is seen from the socialization about community learning centers is done more by the village communities, and by chairman of neighborhood. Community leaders have held a meeting to the leaders if the community learning centers hold an activity.

Table 7 Result of Mann Whitney U Test Different Test on Activity Profile

Variable	<i>Mean Rank</i>		<i>Mann-Whitney U-Test</i>
	Nurul Huda community learning centers	Jelita community learning centers	
Life Skills Activity Management	40.35	43.53	0.544
Facilitation by Facilitators in Life Skills	42.72	41.33	0.782
Leader’s Role in Life Skills	36.48	47.14	0.039
Facilities and Infrastructure in Life Skills	40.62	43.09	0.661

Decision of Mann Whitney Different Test on Life Skills Education Success

Result of Mann Whitney different test shows knowledge and skills have differences between Nurul Huda community learning centers and Jelita learning centers. The knowledge here in this research in related with personal skills and academic skills that respondents acquired. Respondent’s personal skills on Jelita community learning centers are better that respondent’s from Nurul Huda community learning centers. Respondent’s academic skills on Jelita community learning centers are better than Respondent’s from Nurul Huda community learning centers. Skills are seen from respondent’s vocational skills. Respondent’s vocational skills on Jelita community learning centers are better that respondent’s from Nurul Huda community learning centers. Jelita community learning centers often teach various types of skills to the students.

Result of Mann Whitney different test shows behavior’s changes in the attitude, there is no differences between Nurul Huda community learning centers and Jelita learning centers. Behavior is related with social skills that include social skills of cooperation and social skills of communication. Good behavior changes from students on life skills education.

Table 8 Result of Mann Whitney U Test Different Test on Life Skills Education Success

Variable	<i>Mean Rank</i>		<i>Mann-Whitney U-Test</i>
	Nurul Huda community learning centers	Jelita community learning centers	
Knowledge	29.94	53.22	0.000
Behavior	36.75	46.88	0.054
Skill	35.05	48.47	0.011

Effect of Participation Rate on Life Skills Education Activity Success

Life skills education can be told successful if the communities that attend the activities can change their behavior in knowledge, skills, and the attitude become better then before. R-square = 16,1%, it is implied the participation rate (X) can explain life skills education activity success (Y) as 16,1%, the rest is explained by another factor outside the model that there is another variable that influence outside the model as 83,9%. On F test value 0,000 seen significance <0,05 that model is proper to be used. Effect of participation rate value 0,937 (X) on life skills education activity success (Y2) significance on 10% degree, if X increase so Y will increase. Participation rate influence significantly on life skills education success is behavior's changes on knowledge, behavior, and skill.

Behavior's changes are done with extension activities by people from community learning centers as life skills education organizer to communities. By Roger and Schoemaker (1986) roles that are run by reformer agent in disseminating innovation are raising the need for change, holding relation to change, identifying targets, motivating and designing changes act. Extension is needed to do behavior's changing in communities in order they know, want, and are capable to do changes for reaching production increasing, revenue/profit and wealthy improvement.

Community's behavior change in life skills education activities seen from knowledge in personal skills and academic skills, social skills on behavior, and skills about vocational skills. Life skills education change someone's behavior based on research that life skills training has posotive influence to develop skills and community's independence (Shauna et al 2007).

Table 9 Result of Simple Linear Regression Analysis

Component	Koef	Sig
Constants	84.898	0.000
Participation Rate	0.937	0.000
F Count	15.561	0.000
R	0.401 ^a	
R ²	0.161	

3. CONCLUSION

1. Individual characteristic that most of it has high category on respondent's behavior and level of knowledge on life skill. Activity profile includes facilitation by facilitators and facilities and infrastructure are classified as high level.
2. Impact of life skills education success is seen from behavior changes about science includes personal skills and academic skills; behavior is related with social skills and skills that related with vocational skills.
3. Individual characteristic has differences about age, behavior on life skill, and life skill experiences before. Activity profile that is related with leader's role has differences. Success that has differences includes knowledge (personal and academic skills), and skills (vocational skills).
4. Participation rate effect significantly on behavior changes success that include knowledge, behavior, and skills.

4. SUGGESTION

The government and Community Learning Centers cooperate well that the availability of facilities and infrastructure, venture capital, and various types of life skills that is benefit for life skills education activities effectiveness. Students train themselves with various types of skills that are taught more to make themselves more skilled that can become an independent business opportunity.

5. BIBLIOGRAPHY

- Arnstein. SR. 1969. A Ladder Of Citizen Participation. [Internet],[diunduh2014Januari4]:<http://Lithgowshmidt.dk/sherryarnstein/ladder-ofcitizen-participation.html>.
- Anwar. 2004. *Pendidikan Kecakapan Hidup*. Bandung: Alfabeta.
- Arimbawa P. 2004. Peran Kelompok untuk Meningkatkan Kemampuan Anggota dalam Penerapan Inovasi Teknologi.[tesis]. Bogor: Institut Pertanian Bogor.
- Ahmadi A. 2009. *Ilmu sosial Dasar*. Jakarta: Rineka Cipta
- Azwar S. 2013. *Sikap Manusia (Teori dan Pengukurannya)*. Yogyakarta: Pustaka Pelajar.
- Bandura AJ. 1986. *Social Foundations of Thought and Action: A Social Cognitive Theory*. New Jersey: Pretide Hall,ine
- Brolin, D.E. 1989. *Life Centered Career Education: A Competency Based Approach*. Reston, VA: The Council for Exceptional Children.

- Cohen J dan Norman T. Uphoff 1977. *Rural Development Participation Concepts and Measures For Project Design, Implementation and Evaluation Rural Development Committee*. Center for international Studies. New York.
- Chambers R dan Conway G.1991.*Sustainable Rural Livelihood:Practical Concepts for 21 Century*, IDS Discussion Paper 296:IDS.Brighton. Institute for Development Studies.
- Casley D dan Khumar K. 1991. *Pemantauan dan Evaluasi Pertanian*. Jakarta: Universitas Indonesia Press.
- [Depdikbud] Departemen Pendidikan dan Kebudayaan. 1996. *Kamus Besar Bahasa Indonesia*. Jakarta: Balai Pustaka
- Dimiyati dan Mudjiono. 2002. *Belajar dan Pembelajaran*. Jakarta: Rineka Cipta
- [Depdiknas] Departemen Pendidikan Nasional. 2002. *Pendidikan Berorientasi Kecakapan Hidup (Life Skill) Melalui Pendekatan Broad-Besed Education*. Jakarta: Departemen Pendidikan Nasional.
- [Depdiknas] Departemen Pendidikan Nasional. 2004. *Pedoman Penyelenggaraan Program Kecakapan Hidup (Life Skills) Pendidikan Non formal*. Jakarta: Direktorat Jendral PLS dan Pemuda Depdiknas.
- Daniel M et al. 2008. *PRA Participatory Rural Appraisal*. Jakarta: Bumi Aksara.
- Effendy,O U. 2005. *Komunikasi dan Modernisasi*. Jakarta: Mandar Maju
- Effendi S dan Tukiran.2012. *Metode Penelitian Survei*. Jakarta: LP3ES
- Hayami dan Kikuchi. 1987. *Dilema Ekonomi Desa*. Jakarta: Yayasan obor Indonesia.
- Handoko.1995. *Motivasi Daya Penggerak Tingkah Laku*. Yogyakarta: Kanisius
- Hidayat S dan Syamsulbahri D 2001. *Pemberdayaan Ekonomi Rakyat*. Jakarta: Pustaka Quantum
- Hasan I 2002. *Pokok-Pokok Materi Metodologi Penelitian dan Aplikasinya*. Jakarta: Ghalia Indonesia
- Ife J, Tesoriero F. 2006. *Community Development: Alternatif Pengembangan Masyarakat di Era Globalisasi*. Yogyakarta:Pustaka Pelajar.
- Mosher AT 1987. *Menggerakkan dan Membangun Pertanian (Getty Agricultural Moving)*. Disadur oleh Krisandhi dan Bahrin. Jakarta: CV. Yasaguna
- Mikkelsen B. 2001. *Metode Penelitian Partisipatoris dan Upaya-Upaya Pemberdayaan*. Jakarta: Yayasan Obor Indonesia. Terjemahan dari: Matheos Nalle. Ed ke-2
- Mulyasa 2002. *Kurikulum Berbasis Kompetensi (Konsep, Karakteristik dan Implementasi)*. Bandung: Remaja Rosdakarya
- Muljono P, Hanafi DNT. 2009. Pengembangan Program Kecakapan Hidup (Life Skills) untuk Pemberdayaan Masyarakat Sekitar Pesantren (Studi Kasus PKBM Al-Wathoniyah Di Sukosono, Kec. Kedung, Kab. Jepara. Proseding Simposium PAPPI.hal. 1-20 IPB
- Mardikanto T. 2009. *Sistem Penyuluhan Pertanian*. Surakarta: UNS Press.
- Mohammadia, Akbar, Golnaz Adalatzadeh Aghdamb, Roghayeh Kiyani,Leyla Sattarzedeh, dan . 2011. Investigating Effect of Life Skills Training on Family Functioning of Epileptic People’s in Tabriz.*Procedia - Social and Behavioral Sciences* 30 (2011) 2316 – 2318.
- Nasdian F.T. 2006. *Pengembangan Masyarakat*. Bogor: IPB
- Nazir M. 2011. *Metode Penelitian*. Cetakan 7. Bogor: Ghalia Indonesia
- Osipow M. 1983. *Theories of Career Development*. Tirth Edition. New Jersey: Printice Hall,Inc. Englewood Cliffs.
- Pretty,J dan Guijt O. 1992. *Primary Environmental Care: An Alternative Paradigm for Development Assistance*. Environment. Vol.4. No.1.
- Rogers E dan Shoemaker FF. 1986. *Memasyarakatkan Ide-ide Baru*. Surabaya: Usaha Nasional.
- Rusli. S. 1995. *Pengantar Kependudukan*. Jakarta: Universitas Indonesia Press
- Rahmat J. 2001. *Metode Penelitian Komunikasi*. Bandung: Remaja Rosdakarya.
- Rahadjo. 2004. *Pengantar Sosiologi Pedesaan dan Pertanian*. Yogyakarta: Gadjah Mada University Press
- Ramdhani M dan Sumardjo. 2006. Faktor-Faktor Yang Berhubungan dengan Proses Belajar dan Tingkat Kecakapan Hidup Remaja (Kasus Pengrajin Sandal Cikaret Kec. Bogor Selatan. *Jurnal Penyuluhan*. 2(2):115-124
- Robbins S dan Coulter M. 2007. *Manajemen*. (Terjemahan). Jakarta: Indeks
- Rosyida I dan Nasdian FT. 2011. Partisipasi Masyarakat dan Stakeholder dalam Program CSR dan Dampaknya Terhadap Komunitas Pean. *Jurnal Sodality*. 5(1):51-70.
- Rahmawati dan Sumarti T. 2011. Analisis Tingkat Partisipasi Peserta Program Pemberdayaan Ekonomi PT. Arutmin Indonesia (Kasus di Binaan Tambang Senakin, Kabupaten Kotabaru, Provinsi Kalimantan Selatan). *Jurnal Solidity*. 5(3):91-110.
- Supriatna T.1977. *Birokrasi, Pemberdayaan, dan Pengentasan Kemiskinan*. Bandung: Humaniora Utama Press
- Soewarno H. 1980. *Pengantar Studi Administrasi dan Manajemen*. Jakarta: Gunung Agung
- Sudjana SF. 1983. *Pendidikan Nonformal (Wawasan-Sejarah-Azas)*. Bandung:Theme

- Suparlan Dr. 1984. *Kemiskinan Di Perkotaan, Bacaan Untuk Antropologi Perkotaan*. Jakarta. Penerbit Sinar Harapan dan Yayasan Obor Indonesia.
- Soehoed. 1993. *Kebijaksanaan Pemerintah dalam Pembangunan Pean. Pembangunan yang Terpadu Berkesinambungan*. Jakarta: Balitbangsos Depsos.
- Santoso A. 1999. *Demokrasi Pengelolaan Sumber Daya Alam*. Jakarta: Pustaka Pelajar Offset
- Suyanto B. 2001. Kemiskinan dan Pemberdayaan Masyarakat Miskin. *Jurnal masyarakat, kebudayaan dan politik*. 14(4):81-100
- Sugiyanto. 2002. *Lembaga Sosial*. Yogyakarta: UGM
- Soekanto S. 2002. *Sosiologi Suatu Pengantar*. Jakarta: PT. Raja Grafindo Persada.
- Syah M. 2002. *Psikologi Pendidikan dengan Pendekatan Baru*. Bandung: Rosdakarya.
- Slamet PH.2002. Pendidikan Kecakapan Hidup: Konsep Dasar. *Jurnal Pendidikan dan Kebudayaan*. 3(7): 541-561.
- Sutanta E. 2003. *Sistem Informasi Manajemen*. Yogyakarta: Graha Ilmu.
- Slamet M, 2003. *Membentuk Pola Perilaku Manusia Pembangunan*. Penyunting Ida Yustina dan Adjat Sudrajat. Bogor: IPB Press.
- Suryabrata, S.2006. *Metodologi Penelitian*. Jakarta: RajaGrafindo Persada
- Sevilla, Consuelo G. Tuwu. Syah, Alimudin. Alam.2006. Pengantar Metode Penelitian. Jakarta (ID): UI Press.
- Shauna, Kingsnorth. Helen, Healy. Colin Marcarthur. 2007. Preparing for Adulthood: A Systematic Review of Life Skill Programs for Youth with Physical Disabilities (aLife Skills & Wellness Institute, Bloorview Kids Rehab, Toronto, Ontario, Canada). *Journal of Adolescent Health* 41(2007) 323–332.
- Setiadi et al. 2008. *Ilmu Sosial dan Budaya Dasar*. Jakarta: Kencana Prenada Group.
- Sugiyono.2009. *Statistika untuk Penelitian*. Bandung: Alfabeta
- Soetomo. 2012. *Pembangunan Masyarakat*. Jakarta: Pustaka pelajar
- Tjokroamidjojo B.1995. *Manajemen Pembangunan*. Jakarta: Gunung Agung.
- van den ban, A.W, dan H.S. Hawkins. 2001. *Penyuluhan Pertanian*. Yogyakarta: Kanisius.
- Walgito B. 2003. *Psikologi Sosial (Suatu Pengantar)*. Yogyakarta: Andi
- Winkel WS. 2009. *Psikologi Pengajaran*. Yogyakarta: Media Abadi
- Widoyoko.2010. *Evaluasi Program Pembelajaran: Panduan Praktis Bagi Pendidik dan Calon Pendidik*. Yogyakarta: Pustaka Pelajar