



Erlita, Yatimah, Sutisna

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Evaluation of Skills Training Programs Making 3D Application Totebags and Wrinkled Pouches on “Pemberdayaan Kesejahteraan Keluarga” Harapan Mulya, Kemayoran, Central Jakarta

Erlita, Durotul Yatimah & Anan Sutisna

Community Education Study Program, Universitas Negeri Jakarta, Indonesia

*Corresponding Author: lhitafaqih@gmail.com

ABSTRACT

This study aims to evaluate the effectiveness of the 3D Application Totebag and Wrinkled Pouch Making Skills Training Program at PKK Harapan Mulya, Central Jakarta. This evaluation is crucial as training programs serve as a strategic means to equip the community with practical skills to improve family welfare. The primary theory used as the evaluation framework is Stufflebeam's CIPP Model (Context, Input, Process, Product). The research method employed is a descriptive-evaluative approach, with data collected through questionnaires distributed to 20 participants, along with in-depth interviews with the program chairperson and instructors. The results indicate that the training program has been highly effective overall. In the context component, the program was found to be highly relevant to the participants' needs for increasing economic independence. The input component showed that human resources, materials, and infrastructure were adequate and met the required standards. The process evaluation confirmed that the training was conducted in a conducive manner according to the plan. Finally, the product evaluation proved an increase in participants' knowledge and skills, resulting in marketable products. The conclusion of this study is that the training successfully achieved its goal of empowering PKK members. The researcher recommends that organizers maintain program quality, instructors adopt more varied teaching methods, and participants be encouraged to actively practice their skills as a foundation for future entrepreneurship.

Keywords: Program Evaluation; CIPP Model; Skills Training; PKK; Women Empowerment.

INTRODUCTION

Education is an important foundation for every nation and country. No nation develops rapidly, without quality education. Through education, humans are expected to have broad insights, good character and meaningful life skills for their lives.



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Ocho & Nwangwu (2011) emphasized that the ability of a nation to grow and develop depends on the quality of its education system. Education is so important for every nation, this can be seen from the goals of national education. According to Law No. 20 of 2003, the goal of national education is the development of the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. The national education system consists of three paths, namely formal education, non-formal education and informal education.

Training is one of the non-formal education programs that aims to develop knowledge, skills, and attitudes so that a person can achieve optimization in carrying out their duties. Goldstsein and Gressner (1988) in Kamil (2010: 6) define training as a systematic effort to master skills, rules, concepts, or ways of behaving that have an impact on performance improvement. One of the activities carried out by PKK women has the main goal of improving people's life skills, including PKK women. PKK women are part of the community who strive to improve their living standards materially, socially and mentally to realize the welfare of their families.

One of the PKK organizational trainings in Harapan Mulya Village is training on the skills of making 3D Application totebags and Wrinkled Pouch. The PKK organized the training stages well. Through this activity, the empowerment of the community is expected to be achieved well. However, the problem is that at the program evaluation stage, the PKK tends not to implement it properly.

Program evaluation is an activity aimed at assessing the success of the program. Ananda & Rifda cite the opinion of Arikunto (2020) that program evaluation is an activity that has the main purpose of assessing the success rate of the implementation of the program that has been planned at the beginning. One of the evaluation models of the training program is the evaluation of the CIPP program, which stands for Context, Input, Process, to Product, providing a detailed overview for improvement during the program. Based on the results of the interviews, the PKK in this study tends to still be not optimal in conducting product assessments.



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In this regard, it is important to research program evaluation by applying the Context, Input, Process, and Product models. Therefore, this study is titled, namely "Evaluation of Training Program for Making Totebag Applications 3D and Wrinkled Pouches in PKK, Harapan Mulya, Central Jakarta". This paper aims to research the planning, implementation, and results using the CIPP program evaluation model, namely Context Evaluation, Input Evaluation, Process Evaluation, and Product Evaluation.

RESEARCH METHODS

This research is based on a research design that determines the success and quality of the research. By creating a research design, the researcher essentially establishes what steps should be taken in the study. This study was shown to obtain empirical data regarding the evaluation of the program from the Training on the Skills of Making Totebag Application 3D and Wrinkled Pouch at PKK in Harapan Mulya, Central Jakarta.

In this study, it is hoped that it can provide input for Harapan Mulya Village and its PKK as material for improvement and development of future programs.

The preparation of this thesis requires the right data to obtain the data needed for a thesis that completes the requirements in terms of **qualitative and also quantitative**. In order to solve a problem, the method that is appropriate for the problem to be discussed must be chosen first. This method is expected to provide good results and proper solving, and is expected to be scientifically accountable.

Population and Sample

According to Sugiyono , population is a generalized area consisting of objects or subjects that have certain qualities and characteristics that are determined by researchers to be studied and drawn conclusions. (Scott, 2010)

According to Sugiyono, samples are part of the number and characteristics possessed by the population. Researchers can also use samples taken from a population if the population is large so they can't study everything in it. The sample taken must be representative, otherwise it will



result in incorrect conclusions about what is being studied in the population. In this study, the researcher took a sample of 20 training participants, chief executives, and instructors. And the entire population is used as a sample.

Data Collection Techniques

Training skills in making Totebag Application 3D and Wrinkled Pouch in building PKK Life Skills in Harapan Mulya, Central Jakarta. Data collection in this study used observation, interviews, questionnaires and documentation.

Table 1. Benchmark Mold Assessment

No.	Alternative Answers	Value
1	Highly suitable	5
2	Suitable	4
3	Less suitable	3
4	Inappropriate	2
5	Very inappropriate	1

Suharsimi Arikunto, 2010 argued that before being given to respondents, the instruments designed and to be used in this study were tried first. Therefore, a validity test was held through expert judgement. Validity test is a measure that shows the level of validity or authenticity of an instrument. An instrument is said to be valid if it reveals data from the variables that are being researched appropriately.

Data Analysis Techniques

According to Sugiyono, data analysis in 2010 is the process of systematically searching for and compiling data obtained from the results of research instruments by organizing data into categories, describing it into units, synthesizing, organizing it into patterns, choosing which ones are important and will be studied, and making conclusions so that they are easy to understand by themselves or others. The steps taken include the data obtained, compiled based on the questions and answers given and then percentaged using the following formula:



$$P = x \ 100\% \frac{F}{N}$$

Description :

P = percentage

F = frequency of respondents' answers

N = number of respondents

The results of the data analysis obtained were taken from the total score results on the assessment sheet of each individual respondent, then the value was calculated using the interval category through the results of data processing as follows:

1. Highest score = Total highest score on the results of each respondent's questionnaire sheet
2. Lowest score = lowest total score on the results of each respondent's questionnaire sheet
3. Class range = highest score – lowest score
4. The number of interval classes = $1 + 3.3 (\log n)$, provided that n = number of respondents. The results of the calculation are classified into five categories.
5. Interval class length = $\frac{\text{Interval class range}}{\text{Many interval classes}}$

The classification of tier categories in the form of percentages is as follows:

Table 2. Percentage Tier Categories

Yes	Stretch	Remarks
1	80% - 100%	Highly Effective
2	60% - 80%	Effective
3	40% - 60%	Quite Effective
4	20% - 40%	Less Effective
5	1% - 20%	Highly Ineffective



RESULTS AND DISCUSSION

Results

Needs of program participants

Based on the results of the questionnaire, 86.20% answered that the training program was very appropriate, there were also participants who answered that the training was in accordance with their needs as much as 86.20%, and there were also participants who answered inappropriately as much as 1.15%.

Feedback

Program materials

The next data is about training program materials showing that the category is very easy to understand as much as 68.18%, some argue that training materials = easy to understand as much as 68.18%, and there are also those who answer that training materials are less understandable as much as 13.64%.

Table 3. Understanding of Learning Materials

Statement	Alternative Answers	Frequency	Total	Percentage %
Learning materials are easy to understand	SS	14	70	77,78
	S	3	16	13,33
	KS	2	6	6,67
	TS	1	2	22,2
	STS	0	0	0
Quantity		20	90	100

The learning material is very easy to master (77.78%) there is also an opinion that the learning material is easy to master, (77.78%) It can be concluded that the majority of participants'



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answers are that the data is very easy to master (77.78% which is included in the effective category. In table 8, it can be seen that the material is very appropriate (86.21%), there is also an assessment that the material is appropriate (86.21%), there is also an assessment that the material is not suitable (1.15%).

Based on data was obtained that the answers to the availability of theoretical and practical learning spaces were very appropriate (68.18%), there were also answers that were appropriate (68.18%) and not appropriate (13.64%). In table 10, data was obtained that the money to study theory and practice was clean and the lighting was quite appropriate (75.58%), there were also appropriate responses (75.58%), and less appropriate (1.16%).

In data was obtained that the completeness of Theoretical and Practical Learning Room Facilities was in the category of very appropriate (86.21%), there were also those who answered that the completeness of Theoretical and Practical Learning Room Facilities was appropriate (86.21%), and some were not suitable (1.15%). Theoretical and Practical Learning Rooms to Help the Learning Process, data was obtained that Theoretical and Practical Learning Rooms in Helping the Learning Process were responded to very appropriately (68.18%), some received appropriate responses (68.18%), and less appropriate (13.64%).

Data was obtained that the Availability of Learning Media was in the very appropriate category (86.21%), in the appropriate category (86.21%), and the assessment in the least appropriate category (1.15%). In table 14 concerning the Completeness of Learning Media, data was obtained that it was in the category of very appropriate (68.18%), appropriate (68.18%), not suitable (13.64%).

About Learning Media and its functions, Functioning Well is in the very appropriate category (77.78%), some are in the appropriate category (77.78%), and some are in the less appropriate category (2.22%).

Data is obtained that media helps understand learning is very appropriate (86.21%), there are also media that help understand learning (86.21%) and there are also learning media that are not suitable for understanding learning (1.15%).



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On the adequacy of learning time, data was obtained that the question about the adequacy of learning time was responded to by participants very appropriately (86.21%), some answered appropriately (86.21%), and there were also categories of less appropriate (1.15%).

Regarding the instructor's ability in mastering the material, it was responded to with the category of very appropriate (68.18%), some money was received in accordance (68.18%), and there were also those who were categorized as inappropriate (13.64%).

About Communication Instructor L received responses in the category of very appropriate (77.78%), and there were also those who responded appropriately (77.78%). Concerning the Ability of Instructors to Use Learning Media that Has Been Prepared, data was responded to very appropriately (86.21%), and some were responded to appropriately (86.21%).

About the Ability of Instructors to Maximize the Learning Media that Has Been Prepared, data was obtained that the assessment items were in the very appropriate category (77.78%) and there were also in the appropriate category (77.78%). About the Participant's Knowledge Level, data was obtained that the assessment items in the category were very appropriate (86.21%), and there were also in the appropriate category (86.21%).

Regarding Ready to Work Graduates, data was obtained that assessment items in the category were very (68.18%), there were also assessments in the category according to the response (18.18%), and assessments in the category were not appropriate (13.64%).

Interviews with instructors

Context

Information about the background of the program, the researcher asked a question to 1 respondent, namely the Chairman of the PKK as the organizer. Based on information from the organizers, it can be concluded that the background of this training is because the PKK is an institution that is entrusted to carry out government programs for PKK mothers to gain skills. The goal is as an effort to reduce and eradicate unemployment at working age. The target of the program is people of productive age who do not have a fixed income. The availability of the Program's



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Success Indicators is to measure whether participants are said to be successful or unsuccessful. The success indicator of this program already has additional income.

How to Introduce the Program to the Community includes informing directly to local residents, loading advertisements on social media.

Input

The criteria for participants are people of productive age with an age range of 32 years - 55 years old but do not have a permanent job. The number of Learning Residents is 20 participants. There are also criteria for Instructor Recruitment, including being able to plan, implement, and evaluate learning outcomes, and having work experience according to the field of skills or competencies taught. There is also data on Instructor Competency Support, namely having competence in their field. Namely with the CV of each instructor, the Program Syllabus which is useful as a guideline for making lesson plans, and the availability of lesson plans for participant learning to the initial goal of the program.

In this activity there are learning materials, there is also the ability of participants to understand the material. In addition, there are also theoretical and practical learning rooms, the existence of learning media, the learning media functions well, according to the needs of training. There is also a conducive training environment that has met the needs of training and has a source of program funds.

Process

In the learning process, participants of this program are ensured to always be present and the organizers will sanction if participants are not present at the training. There is also an evaluation of training and the ability of the Instructor in Mastering the Learning Material, there is the ability of the Instructor to communicate with the Participant, the Ability of the Instructor in the Use of Learning Media, there is the ability to use the media provided.

Products

There is a Participant Knowledge Level, there are Graduates who are ready to work and there is additional income for graduates



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Data Analysis

Data analysis is needed to obtain the results of the evaluation of the Skills Training program to make Totebag application 3D and Wrinkled Pouch at PKK Kemayoran, Central Jakarta.

Table 26 is the total score of each questionnaire statement answer that has been filled in by 20 respondents, namely participants of the Skills Training program to make Totebag application 3D and Wrinkled Pouch at PKK Kemayoran, Central Jakarta. The total score is obtained by adding up all the scores of each statement which amounts to 20 statements for each respondent. Then the total score is grouped based on the five categories of intervals that have been available.

Data Findings

After obtaining the data from the research results related to the evaluation of this training program and analyzing it, there are findings in the data obtained. Among them, there are several participants whose mastery of learning materials only reaches the average, but these participants are still in the effective category in participating in activities.

In punctuality, there was 1 person who stated that the use of learning time was unstable from time to time with a percentage of 5%. There were 4 people who said that the learning media was not complete with a percentage of 20%. There are 15 people who say that this training program is in accordance with their needs (75%) There are 15 people who say that their knowledge has increased after participating in this program (75%)

Discussion

After describing the Skills Training for Making Totebag 3D Application and Wrinkled Pouch at PKK Kemayoran, Central Jakarta, it is necessary to conduct an analysis related to the data to determine the effectiveness of the program. The following is an analysis of the data of the Skills Training program to make Totebag applications 3D and Wrinkled Pouches at PKK Kemayoran, Central Jakarta:

Context

In this study, the context dimension will talk about the background as well as the purpose of creating this program. Background indicators and objectives of this program include program



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background, program objectives, program goals, indicators of program success, introduction of the program to the community, and needs of program participants.

Input

In the input dimension, this study discusses the resources available to achieve the goals of the Skills Training program to make Totebag application 3D and Pouch Wrinkles at PKK Kemayoran, Central Jakarta. There are several indicators in the input dimension, namely human resources, curriculum, facilities and infrastructure, and financing.

In the indicators of human resources, including students and instructors. The students in this program are all women. Participants who take part in this program are housewives, day laborers and part-time workers who do not have a permanent job.

The instructors in this program are professionals in their fields, as evidenced by the work of the instructors during the training. Have experience working according to the field of skills or competencies taught.

The learning materials in this program have various variations such as modules and *e-books* or electronic books. The learning materials used in the Superior Work Skills Education program help participants in increasing knowledge and skills. In this program, participants state the learning material in accordance with the training held.

In the indicators of facilities and infrastructure, including theoretical and practical learning spaces, learning media, and learning environments. Facilities and infrastructure, as well as learning environments. The theoretical and practical learning space in the PKK program in the field of skills in Harapan Mulya village is considered good. The room is neatly arranged and clean. As well as the lighting in the theoretical and practical learning room is considered good.

The learning media in this program helps participants in understanding the training in understanding the training material. This is in accordance with the theory regarding the purpose of learning media conveyed by Nana Sudjana that learning media will invite learning residents to do more learning activities, thereby fostering creativity



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The learning environment of this program can be considered quite conducive during the training. There is no noise that interferes with the training process. The facilities and infrastructure in this program are considered good and can support participants in understanding the learning material well. Learning facilities and infrastructure have a very large function in relation to the training process. Its existence is absolutely needed in the educational process, so that learning facilities and infrastructure are included in the components that must exist and be fulfilled in carrying out the educational process. Without these facilities and infrastructure, the process will experience very serious difficulties, and can even thwart an educational process. An incident that must be avoided by all parties involved in education. This is in accordance with Government Regulation of the Republic of Indonesia Number 19 of 2005 concerning National Education Standards Chapter VII concerning Facilities and Infrastructure Standards Article 42 which states that:

- a. Each educational unit must have facilities that include furniture, educational equipment, educational media, books and other learning resources, consumables, and other equipment needed to support an orderly and continuous learning process.
- b. Each educational unit must have infrastructure which includes land, classrooms, education unit leadership rooms, educator rooms, administrative rooms, library rooms, laboratory rooms, workshop rooms, production unit rooms, canteen rooms, power and service installations, sports venues, places of worship, playgrounds, creative places, and other spaces/places needed to support an orderly and continuous learning process.

Proses (Process)

In the process dimension in the study, we will discuss the process of the PKK program in the field of skills in Harapan Mulya Village. In the indicators of the program implementation process, the timeliness, attendance level, interaction process, and evaluation will be examined. And will discuss the indicators of instructor competence. The punctuality in this program gets good grades. The implementation of learning begins and ends on time.



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The level of attendance of participants got very good scores because all participants were present in all learning. This is because there is an attendance contract that must be signed before participating in the program. And sanctions are given if they violate the contract.

The interaction process in the PKK program in the field of skills in the Harapan Mulya village for the participants is considered good because in this program participants actively participate during the learning process. The evaluation of learning in this program is carried out after the end of learning. Students took practical exams organized by the PKK program in the field of skills in the Harapan Mulya sub-district internally. Instructors can be able to master the material well and instructors are able to use learning media that have been prepared well. This is in accordance with the 2018 Technical Guidelines for Government Assistance for the Superior Work Skills Education Program which states that the requirements for educators/instructors are to be able to plan, implement, and evaluate learning outcomes.

Product

In the product dimension, this study will discuss the impact of the PKK program in the field of skills in the Harapan Mulya sub-district for its participants. In this indicator, it includes the level of knowledge and graduates are ready to work. The PKK program in the field of skills in Harapan Mulya Village can make participants have knowledge of the skills to work and produce products. This is very important for participants because participants have been equipped with knowledge that will make it easier for them to work and produce products that are like to sell.

All participants who have participated in the PKK program in the field of skills in Harapan Mulya village have produced products that are suitable for sale. Participants who have completed the learning will take a practical exam organized by the PKK program in the field of skills in the Harapan Mulya sub-district. This is in accordance with the Technical Instructions for Government Assistance. Students can complete the training program thoroughly and take a practical test. Students have the opportunity to open a small business according to the skills that have been learned in the PKK program training in the field of skills in Harapan Mulya Village.



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CONCLUSION

This In general, the Evaluation Program Evaluation Program for Making 3D Application Totebags and Wrinkled Pouches at PKK, Harapan Mulya, Central Jakarta is considered to have been effectively reviewed from the components of context, input, process, and product. In the context component, the Evaluation Program Evaluation Program for Making 3D Application Totebags and Wrinkled Pouches at PKK, Harapan Mulya, Central Jakarta is considered to have been effective, which can be seen from the results of the calculation of the questionnaire filled out by the participants.

In the input component, this training program is effective. The resources available to achieve the program's objectives such as human resources, curriculum, facilities and infrastructure and the financing of the program have helped participants to achieve the expected results of the program. And the input component of this program is in accordance with the National Education Standards. In the process component, the Training Program Evaluation program for Making Totebags for 3D Applications and Wrinkled Pouches at PKK, Harapan Mulya, Central Jakarta is considered to have been effective. The implementation of this program has been carried out in accordance with the planning that has been made previously. And the process component (Process) in this Training program is in accordance with the National Education Standards.

In the product component, the Training Program Evaluation Program for Making Totebag Applications 3D and Wrinkled Pouches in PKK, Harapan Mulya, Central Jakarta is considered to have been effective. This program has made a real impact on its participants. Participants who have participated in this program gain knowledge about skills in producing products. As well as all participants who have participated in the PKK, Harapan Mulya, Central Jakarta program have produced works that are like to be sold.

Suggestions that can be used as an effort to improve in the implementation of the Evaluation Program for Training Program Making Totebags for 3D Applications and Wrinkled Pouches at PKK, Harapan Mulya, Central Jakarta are as follows:



For Organizers

PKK Harapan Mulya, Central Jakarta continues to maintain the quality of the Training program for Making Totebags for 3D Applications and Wrinkled Pouches at PKK, Harapan Mulya, Central Jakarta.

For Instructors

It is recommended that the instructor prepare a more varied learning method that can attract the attention of the participants so that the participants can be more active during the training.

For Participants

It is better for participants to participate more actively during the training process so that the class can run conductively and the material delivered can be absorbed well and can be a provision in skills in the future in daily life.

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