



Analysis of the Learning Process in Body Massage Skills Training for PGOT Beneficiaries at Mardi Utomo Social Service Center

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Abstrak

Panti Pelayanan Sosial (PPS) PGOT Mardi Utomo berupaya memberdayakan penerima manfaat (PGOT) melalui pelatihan keterampilan vokasional yaitu perawatan pijat badan. Pelatihan Perawatan pijat badan sangat mudah dilakukan dan tingkat kebutuhan masyarakat akan pijat yang tinggi sejak zaman dahulu dan modal yang dibutuhkan relatif kecil. Penelitian ini bertujuan untuk menganalisis proses pembelajaran keterampilan pijat badan bagi penerima manfaat (PGOT) di Panti Pelayanan Sosial (PPS) PGOT Mardi Utomo mencakup tahap perencanaan, pelaksanaan, dan evaluasi. Jenis penelitian yang digunakan kualitatif deskriptif. Penelitian dilaksanakan selama 5 bulan diikuti oleh 10 responden penerima manfaat wanita berusia 20-50 tahun. Teknik pengumpulan data meliputi observasi, wawancara tidak terstruktur dari responden dan 2 pekerja sosial informan pendukung serta studi dokumen. Hasil analisis menunjukkan bahwa tahap perencanaan fasilitas dan instruktur sudah disiapkan, tetapi kesiapan mental, etika dan komunikasi penerima manfaat PGOT menjadi tantangan utama. Tahap pelaksanaan metode yang digunakan praktik langsung. Skor rata-rata motivasi belajar awal penerima manfaat 72,8 (kategori sedang) menunjukkan antusiasme yang cukup. Namun motivasi mengalami penurunan di tengah pembelajaran dan kembali meningkat diakhir. Tantangan pembelajaran orang dewasa di tahap evaluasi menunjukkan bahwa penerima manfaat PGOT masih lemah dalam soft skill seperti etika, komunikasi interpersonal dan manajemen emosi. Kesimpulan penelitian ini adalah implementasi pelatihan keterampilan vokasional perawatan pijat badan di PPS Mardi Utomo menghadapi kendala psikososial dan motivasi instrinsik yang berpotensi menghambat tercapainya tujuan pemberdayaan. keberhasilan program bergantung pada kemampuan untuk mengintergrasikan soft skill (etika, komunikasi, manajemen emosi) dan hard skill (teknik memijat) secara seimbang.

Abstract

The Mardi Utomo PGOT Social Service Center (PPS) seeks to empower its beneficiaries (PGOT) through vocational skills training, namely body massage treatments. Body massage treatment training is very easy to do and the level of community demand for massage has been high since ancient times and the capital required is relatively small. This study aims to analyze the process of learning body massage skills for beneficiaries (PGOT) at the Mardi Utomo PGOT Social Service Center (PPS) including the planning, implementation, and evaluation stages. The type of research used is descriptive qualitative. The study was conducted for 5 months followed by 10 female beneficiary respondents aged 20-50 years. Data collection techniques included observation, unstructured

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interviews with respondents and 2 social workers as supporting informants and document studies. The results of the analysis show that the planning stage of facilities and instructors has been prepared, but the mental readiness, ethics and communication of PGOT beneficiaries are the main challenges. The implementation stage uses direct practice methods. The average score of the initial learning motivation of beneficiaries is 72.8 (moderate category) indicating sufficient enthusiasm. However, motivation decreased in the middle of the learning and increased again at the end. The challenges of adult learning in the evaluation stage show that PGOT beneficiaries are still weak in soft skills such as ethics, interpersonal communication and emotional management. The conclusion of this study is that the implementation of vocational skills training for body massage care at PPS Mardi Utomo faces psychosocial and intrinsic motivational obstacles that have the potential to hinder the achievement of empowerment goals. The success of the program depends on the ability to integrate soft skills (ethics, communication, emotional management) and hard skills (massage techniques) in a balanced manner.

Introduction

The conditions of beneficiaries in social institutions have various problems, in which problems are part of the dynamics of human life (Tangdilintin & Prasetyo, 2014). The Mardi Utomo Semarang Social Service Center (PPS) for beggars, vagrants/homeless, and the abandoned people (PGOT) is a place to foster and rehabilitate beggars, homeless people, and abandoned people so that they become independent and not dependent on others. Under the auspices of the Central Java Provincial Social Service, the government strives to provide social welfare services for beggars, homeless people, and abandoned people (PGOT) through rehabilitation, overcoming, empowering, and improving the skills of beneficiaries. (Haris & Vol, 2014) stated that empowering beneficiaries has the goal of being in accordance with their wishes, abilities, and needs while simultaneously increasing community empowerment with experience in designing, implementing, managing, and being accountable for efforts to improve themselves and their economy. (Candra et al., 2024) stated that the Government, in collaboration with civil society organizations and the private sector, can develop effective rehabilitation and reintegration programs that not only focus on meeting needs but can help beneficiaries develop the skills needed for a better future. To carry out efforts to empower the potential of human resources (HR) in the social service center (PPS) for beggars, vagrants, and abandoned people (PGOT), Mardi Utomo Semarang social service center carries out a learning and mentoring process for beneficiaries (PM) to build social functioning in society towards independence. (Auliana, 2023) explains the empowerment of PGOT to increase the potential abilities and skills of beneficiaries, giving them 2 options of skills to choose the skills training that suits



their abilities of interest, such as sewing, batik, making salted eggs, agriculture, welding and woodworking. Vocational skills training for body massage care was first held and implemented at the Mardi Utomo Social Services Center (PPS) for PGOT beneficiaries.

Vocational Education is a holistic and humanistic approach that aims to address the needs of a dynamic society (Soekarwo, 2019). According to (Saptadi, 2025) vocational education can be interpreted as education directed at developing competencies related to a particular profession or job to increase the potential and skills of beneficiaries (PGOT). Meanwhile, according to (Nisa Farikhatussalma, 2022) Vocational Education is education oriented towards the development of students prepared in the field of expertise, where the implementation of education that is well organized can provide opportunities for the community to have quality human resources through their expertise. From this definition, it is the reason for skills training held by the Mardi Utomo center as an implementation of empowerment for PGOT beneficiaries. It is relevant to the findings in the community service journal, according to (Romadona et al., 2025) stated that massage and body scrub training can improve the skills and economic growth of inmates at the Mardi Utomo Social Care Center (PGOT Mardi Utomo). Meanwhile, the relevance of the findings according to (Nj et al., 2025) is that massage and body scrub training can be an opportunity to earn income and open a massage and body scrub service business. According to an interview with Mrs. Ratna Widyarini, the guidance and social rehabilitation coordinator, the body massage skills training is very easy to implement in the daily lives of beneficiaries, both for self-massage or as a strategic potential value of massage-on call service, enabling beneficiaries to achieve economic independence. This background provides an additional program to enhance the potential abilities and skills of PGOT beneficiaries, namely vocational training in body massage treatments, as a practical skill and strategic opportunity for PGOT beneficiaries to achieve economic independence. Body massage treatments have been known since ancient times. With the increasing density of human activity as social beings, massage treatments have become a necessity with various benefits. It is in accordance with the results of community service (Pebrianti, 2025) who stated that massage training provides a solution for mothers to provide relaxation and fitness. In the body massage skills training process at the Mardi Utomo Social Care Center in Semarang, teachers or educators are more commonly referred to as Mentors or Instructors. Learning is defined as a collaborative process between educators and students and utilizing all potentials originating from within the students such as interests, talents, and basic



abilities including learning styles, as well as potentials that exist outside of the students such as the environment, facilities, and learning resources as an effort to achieve certain learning goals (Budiono, 2019). (Ergawati et al., 2023) stated that an activity contains three important elements, namely planning, implementation, and evaluation. PGOT beneficiaries are adults with complex backgrounds ranging from personal issues to mental and physical health. The realities of life experienced by beneficiaries become part of psychology. This makes the approach to the learning process different. In the learning process, instructors or mentors apply the principles of andragogy. Andragogy is a form of learning that can produce graduates who can direct themselves (Hiryanto, 2017). According to (Kurniati et al., 2022), andragogy is the science and art of helping adults learn. In andragogy, adult learners are more actively involved in the learning process, as it is designed to align with their needs, and includes jointly formulating learning objectives and evaluating learning outcomes. Instructors have teaching plans, implementation in the learning process, and evaluation of activities to achieve the expected results. The purpose of this study is to describe how the learning process begins from planning, analysis of the implementation process and evaluation of vocational training activities for body massage body care skills. Thus, this study will look at several factors that influence and some obstacles in the activities of vocational training activities for body massage and body care skills take place. Thus, the goal of empowering PGOT beneficiaries is achieved, namely creating conditions for beneficiaries to have practical body massage skills to live independently in the community. Furthermore, this also depends on the effectiveness of the learning process implemented. Empowerment is working together with the community to help them improve their dignity as human beings (Soebiato, 2013). Therefore, the empowerment of PGOT beneficiaries through vocational skills training in body massage can be seen at every stage of the learning process. However, no research has systematically examined the learning process of vocational skills in body massage for beneficiaries (PGOT). Therefore, this study empirically analyzes the learning process or mentoring of vocational skills in body massage from three aspects. The important core elements of the vocational learning process are planning, implementation, and evaluation. In addition, as vocational learning and empowerment, it aims to understand the influencing factors and obstacles faced and can contribute to the development of a learning model for PGOT empowerment at the Mardi Utomo social service center.

Method

The type of research conducted in this study is qualitative research with descriptive approach. Qualitative research is a research method that uses descriptive data in the form of written or spoken language from people and actors that can be observed. According to (Sugiyono, 2017) this type of research focuses on data descriptions in the form of sentences that have deep meanings originating from informants and observed objects. According to (Meleong, 2017) qualitative research is research intended to understand phenomena about what is experienced by research subjects such as behavior, perception, motivation, actions and others holistically and by means of descriptions in the form of words and language in a specific natural context by utilizing various natural methods. Qualitative research has the goal of explaining a phenomenon as deeply as possible. In this study, a qualitative approach method was used to analyze and describe the process of learning vocational body massage skills from the planning, implementation to evaluation stages and to identify the influencing factors and obstacles faced by PGOT beneficiaries. The data from the results of this study are in the form of facts found in the field and the author emphasizes the depth of the data obtained. The location of this research was carried out at the Mardi Utomo Social Service Center (PPS) Semarang. The subjects of this study were 10 female Beneficiary Respondents (PM) at the Mardi Utomo PGOT PPS, ranging in age from 20 years old as the youngest to 50 years old as the oldest. The PGOT beneficiaries were registered as participants in the vocational body massage skills program and had lived at the Mardi Utomo PPS for a duration ranging from a minimum of 3 months to a maximum of 15 months at the time of the study. There were also 2 social workers from the guidance and rehabilitation sub-section as supporting informants. The main focus (subject) of this analysis is the beneficiaries who had undergone the learning process of vocational training activities for body massage skills which took place for 5 months in February-June 2025. Data collection techniques in this study were observation, unstructured interviews and document studies to obtain data in the field. Data analysis in this study was conducted in three stages: data reduction, data presentation/display, and verification. Thus, the validity of this research data was obtained through observations, interviews, and document studies during the learning process, then presented in descriptive sentences so that conclusions could be drawn regarding its validity throughout the research process.

Results and Discussion

The research findings and discussion focus on analyzing the learning process and mentoring of vocational training in body massage skills for PGOT beneficiaries at the Mardi Utomo Social Service Center in Semarang. This activity was conducted with three aspects to ensure that the activity achieved its stated goal of empowering beneficiaries (PGOT) to improve their potential abilities and skills in body massage care. The three aspects of the training activity analysis are: planning, implementation, and evaluation. The results of this study present empirical evidence obtained from observations, interviews, and analysis of related documents.

1. Planning for Vocational Training for Body Massage Skills

Planning is the initial stage. It is a crucial part of any program. Effective planning is the foundation of a successful training program (Kamaruddin et al., 2023). The limited capacity of beneficiaries was provided with skills training and mentoring for body massage, with the goal of ensuring that body massage skills are a skill that is always needed by the community and easy to perform, providing them with the necessary skills to support their independent lives. The planning stage is the initial and crucial step in determining appropriate vocational activity objectives and training strategies. Massage services have an increasing market demand and require relatively small start-up capital. Massage has been a long-standing activity since ancient times and is widely practiced in everyday life as a therapeutic body treatment (Pebrianti, 2025). Initial findings indicate that PGOT beneficiaries have experience as traditional masseurs with an adequate basic massage technique. A social worker coordinating guidance and rehabilitation stated that of the 10 beneficiaries, two had received on-call massage services, using self-taught skills. Self-taught is the process of learning through one's own methods (Ritonga, 2017). Therefore, vocational training was chosen with a program to equip PGOT beneficiaries with body massage skills so that they can create a real opportunity to earn a decent income and be economically independent after leaving the institution. Body massage treatment skills were chosen because they are relevant to the high need for body relaxation that continues to increase in modern society. One informant from the social worker guidance coordinator stated that, "we have prepared the best facilities and instructors, but the challenge is the mental readiness, ethics and communication of PGOT beneficiaries is still weak." This shows that the planning of vocational training for body massage treatment for PGOT beneficiaries at the Mardi Utomo social service institution, the findings are in accordance with the theory that adult learners must have readiness to learn (Husamah, 2025). This can disrupt plans in the learning process because

it is caused by trauma, personal problems and previous social environments. Considering the characteristics of adult participants can increase learning motivation (Tahalele, 2023). By means of extrinsic motivation, namely providing encouragement, promises of independence and job opportunities as masseurs/therapists to participate in body massage treatment skills training. Relevant to the theory of extrinsic motivation, it is the drive that can influence an individual to do something (Rismayanti et al., 2023). In accordance with the theory, ideal Vocational Education is learning that integrates soft skills and hard skills in a balanced manner (Reina A. Hadikusumo, 2025).. Vocational training in body massage care skills is a massage service skill that must integrate soft skills (ethics, customer communication) and hard skills (massage techniques). Limited time for training in understanding ethics and communication is a major challenge to strengthening the soft skills of PGOT beneficiaries.

2. Implementation of Body Massage Vocational Skills Training

The implementation of the vocational massage training and mentoring program is based on a plan developed by the Mardi Utomo social service institution in collaboration with instructors as part of the implementation of the PGOT empowerment plan. The learning method used is more of a direct practice method. The results of the questionnaire on the learning motivation tendencies of PGOT beneficiaries before the body massage training were obtained.

Table 1
Initial Interpretation Results of Motivation Tendencies in Learning Body Massage Skills of PGOT Mardi Utomo Beneficiaries

Indicator	Interpretation Results	
	Beneficiaries	Notes
The Number of Responden	10	Number of PGOT Beneficiaries who participated in the pretest on motivation to learn body massage skills
Minimum Value	45	Lowest motivation score
Maximum Value	92	Highest motivation score
(Mean)	72,8	The average score is in the Medium-High category, which shows that the motivation of the beneficiaries is quite good.
Deviation Standar	16,63	A fairly large value indicates that the variability (difference) in motivation between individual beneficiaries is quite wide.

Based on the table above, the average score of 72.8 indicates that PGOT beneficiaries tended to be quite positive in their motivation and enthusiasm for beginning body massage skills training. This means that body massage skills training was perceived as a valuable opportunity to provide life-changing opportunities by increasing knowledge and honing their abilities and



potential in body massage skills. During the practical training, mentoring by a competent instructor was crucial in creating a personalized approach. During the initial five-month period, beneficiaries were enthusiastic and curious about the new skill of body massage. In the middle phase, PGOT beneficiaries' motivation declined due to boredom and fatigue during repetitive massage practice. Furthermore, they lacked concentration during body massage practice due to underlying issues within themselves, which fueled frustration. In the final phase, motivation increased again toward the end of the body massage skills training, due to planned certification targets and practical exams, as well as business capital prizes, which bolstered beneficiaries' focus and enthusiasm. One of the beneficiaries named Siti Alkomah, 40 years old, stated that "I often feel unfocused during massage practice, my mind sometimes wanders, remembering problems with my children and husband, so massage feels heavy, even though I know this is a provision for me later." Therefore, the decline in enthusiasm is in accordance with motivation theory where intrinsic motivation is motivation that comes from desire so it influences the learning process (Rismayanti et al., 2023). Motivation comes from curiosity, perception of benefits and goals (Tahalele, 2023). In addition, the challenge of PGOT beneficiaries as andragogy or adults brings complex problems such as personal trauma experiences that disrupt focus and interest in learning body massage treatment skills. According to (Debora et al., 2025) obstacles to the adult learning process that come from within the individual are the lack of strong motivational drive to learn, adults have large responsibilities with family, children and social activities, so it is difficult to make time to learn, and with age the ability to remember and think decreases. Furthermore, the implementation of vocational training in body massage skills requires consistent repetition to produce quality massage therapist competence. This is related to Vocational theory, namely the developments in vocational education curriculum that emphasizes skills and competencies, which means focusing on practical and specific abilities (Ratnawati, 2025). Therefore, if motivation decreases because the beneficiary participants experience frustration, their focus on implementing body massage skills training becomes unstable because the implementation process during practice does not match competencies.

3. Evaluation of Body Massage Vocational Skills Training and Mentoring

The evaluation focused on technical outcomes and the beneficiaries' success in understanding body massage knowledge, attitudes, and skills. The final results of the body massage skills training were assessed using knowledge test results, observations of the skills and abilities to correctly perform basic body massage procedures and techniques, and the interpersonal

behavior of the recipients. According to (Hikmalia & Cangara, 2022), by building emotional connections and trust through touch, the masseurs provide not only physical services but also profound interpersonal communication experiences.

One of the beneficiaries stated that “during massage practice I easily understood the steps and basic massage movements but during practice I forgot to ask the client about pressure, forgot to smile and lacked initiative to speak”. This finding concludes that in terms of skills, not only massage personnel are needed but massage services are also related to soft skills, namely aspects of attitude and knowledge. 10 questions (post-test) about knowledge of the names and types of basic massage movements, and the benefits of massage were given by the instructor at the end of the training to measure the level of understanding of the body massage material. The following are the results of the knowledge scores that have been answered.

Tabel 2
Post-test Knowledge Evaluation Score of Body Massage Skills of PGOT Beneficiaries in Mardi Utomo PPS

No	Name of PGOT Beneficiaries	Age	Post Test Result
1	Dewi Sartika	38 years old	50
2	Supani	37 years old	65
3	Putri	18 years old	70
4	Siti Alkomah	45 years old	40
5	Ayu Wiwik Sariningsih	41 years old	40
6	Nurul Hayati	38years old	60
7	Suyati	56 years old	60
8	Megawati Sucipto putri	45 years old	65
9	Sumiana	40 years old	70
10	Dista	18 years old	70

Thus, the vocational skills of body massage were chosen by the PGOT Mardi Utomo Social Service Center (PPS) as one of the new programs for PGOT empowerment to increase the potential abilities and skills of beneficiaries. This is relevant to the scientific theory which states that vocational training, including body massage skills, can be a motivation as well as a means of developing interests and talents for PGOT beneficiaries, as well as acting as a driver of human resource empowerment in accordance with program objectives. The learning process of body massage treatment must be supported by hard skills and soft skills, which is relevant to the ideal vocation learning that integrates soft skills and hard skills in a balanced manner (Reina A. Hadikusumo, 2025) This is intended that PGOT beneficiaries are truly able to be economically independent in accordance with the theory of empowerment.

Conclusion

The analysis of the learning process of the vocational skills mentoring activity for body massage care for PGOT beneficiaries was carried out in three aspects to obtain empirical information. The three aspects of the training activity analysis are: Planning, Implementation, and Evaluation. Based on the implementation of body massage skills training, the three aspects can be concluded that the implementation of vocational skills training for body massage treatments has psychosocial obstacles that can hinder empowerment goals. The result findings can be implied by the Mardi Utomo PGOT Social Service Center (PPS) in the vocational skills program, that it is better to use an andragogical approach in the vocational curriculum to strengthen soft skills in interpersonal communication and emotional management as motivation for learning body massage care skills. Based on the findings of psychosocial constraints, intrinsic motivation, further research is needed to develop an andragogy-based vocational learning model for PGOT empowerment at the Mardi Utomo Social Service Center.

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