DEVELOPMENT *OF COOPERATIVE EXPERIENTIAL LEARNING MODELS* BASED ON *SOFT SKILLS* AND *HARD SKILLS* IN IMPROVING THE COMPETENCE OF LEARNING CITIZENS

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ABSTRACT
The research was motivated by the condition of residents studying beauty courses that had low competence. So it requires improvement to the demands of carrying out tasks. Based on the results of the analysis, training activities are needed that develop *cooperative experiential learning models based on* soft skills and hard skills*, this research activity is based on non-formal education, learning models, and competencies.* The approach used in this study is a qualitative and quantitative approach with research and development methods (research and *Development; R&D*). The findings in this study are concluded as follows: (1) existing learning conditions tend to have more hard skill content than soft skills as a result of the perception of learning activity in the course requires more practice, (2) the model developed requires the integration of *cooperative experiential* learning based *on soft skills* and *hard skills* (3) many learning activities are organized through group activities that accommodate the experience of each citizen learning (4) from the testing carried out it is proven that the model developed has significant meaning.

KEYWORDS: *cooperative, experiential, learning, soft skill, hard skill*

INTRODUCTION

Lifelong learning or lifelong learning is a system of educational concepts that describe all events of teaching and learning activities that occur throughout human life. Lifelong education is a major social project that looks to the future and aims to create new people and societies. Lifelong Education is an educational philosophy suitable for people who live in a world of change and information, namely modern society. Society must be increasingly able to adapt to new situations. Lifelong learning is an educational concept that refers to the entire series of educational and learning activities in character development that occurs continuously throughout a person's life. The process of personality development takes a relatively long time, even a lifetime. Lifelong education, also called "lifelong education", refers to the process of education that takes place continuously from the time a person is born to the end of the world, whether carried out in formal, non-formal, or informal education, one of the lifelong learning is adult learning (andragogy) to improve competent human resources, one of which is through andragogy-based training.

Competent human resources are a driving factor for the community's economy (Ministry of Industry, 2019, p.1). In this case, competent personnel must be able to compete in various sectors, services, and labor, both domestically and globally, so that society is stronger and not easily shaken when hit by a crisis. Human resources who have competence, in addition to being supported by experience, are also accompanied by *soft skills* and *hard skills*. The fundamental problem in entering the world of work is competence. Low community competence increases unemployment. Tasikmalaya City experienced an increase in

unemployment rates influenced by several things including (1) an unsatisfactory economy, (2) low competence of formal school graduates, namely Vocational High Schools (SMK) and High Schools (SMA) who are not ready to work, (3) the demands of companies that hire employees who are ready to work instead of learning work, and (4) the increasing number of S1 graduates who apply for jobs. This condition is also supported Based on data from the Central Statistics Agency (BPS) of Tasikmalaya City, along with data on the open unemployment rate (TPT) in February 2023 of 6.55% and decreased compared to 2022 of 6.62%. Reducing unemployment through Life Skill learning in improving community competence can be done through formal or non-formal education. In the non-formal channels contained in the National Education System Law No. 20 of 2003, Article 26 paragraphs (1), and (2) as follows:

> (1) Non-formal education is provided for community members who need educational services that function as a substitute, supplement, and/or complement to formal education in order to support lifelong education. (2) Non-formal education functions to develop the potential of students with an emphasis on mastering knowledge and functional skills as well as developing professional attitudes and personalities.

At the non-formal education level, learning residents can develop potential, mastery of knowledge, and skills, and the development of professional attitudes and personalities. With non-formal education pathways, learning citizens can improve their competence through courses and training. Courses and training are a forum for people who need knowledge, skills, life skills, and attitudes in developing independent businesses. Skin cosmetology course and training institutions (LKP) in Tasikmalaya City which are research sites are LKP Yuwita and LKP TQ Profesional. Researchers determined LKP Yuwita and LKP TQ Profesional as research sites with considerations including (1) both LKPs have long been established and carry out skin beautification training, (2) the credibility of the institution is well known and trusted by the people of Tasikmalaya City and its surroundings, (3) LKP graduates are recognized as having adequate skills and abilities to enter the world of work. The results of interviews supported by observations of researchers in the field, it show that the learning process of skin beauty in Tasikmalaya City focuses more on instructors as a learning center, skill activities are focused on improving hard skills, and there is no synchronization between experience and learning taught.

In learning activities, instructors often face learning residents who encounter problems in learning, including the occurrence of one-way communication and tend to be passive (only following the instructor's lectures), and causing boredom in learning residents in following learning This is like teaching and learning activities which include coming, sitting down to follow the instructor's lecture, seeing the instructor writing on the blackboard, listen, then remember or copy what the information conveyed by the instructor. The reality found in the field in the practice of skin beauty education and teaching in course institutions so far emphasizes more on specific knowledge and expertise (hard skills). With so many past experiences, *soft skills* and *hard skills* competencies are important values for citizens to learn in entering the world of work. Cooperative *experiential learning, it* is expected to be the right method in bridging learning citizens in entering the world of work. Teamwork in the process of improving skills, knowledge, and attitudes in entrepreneurship is an added value for learning citizens to develop the experience of learning citizens.

Mejia et al (2012, p. 614) argue that competence is a characteristic associated with performance *as stated:* "Characteristics associated with successful performance". Competency describes the fit between desired abilities for optimal results in a job. Further Fidler and Atton (2005, p. 5) explain that competence is: "... *ability to do the job and how the job might be done.* Competence is the ability to work and how to complete that work. Competence in skin cosmetology courses and training is divided into *hard skills* and *soft skills.* According to Klaus (2007, p. 02) "...*Hard skills refer to the technical ability and the factual knowledge needed to the job, soft skills allow you to more effectively use your technical abilities and knowledge".*

Problems in research Operationally formulated and sharpened in seeing How the initial conditions of learning at skin cosmetology courses and training institutions in Tasikmalaya City, How the conceptual

model of cooperative experiential learning *based on* soft skills *and* hard skills *in improving the competence of learning residents, How to implement* the cooperative experiential learning model *based on soft skills and hard skills in improving the competence of learning citizens and How is the effectiveness of the* cooperative experiential *learning model* based on *soft skills and* hard *skills* in improving the competence of learning citizens?

 The purpose of the research is to develop *a cooperative experiential learning model* based on *soft skills and* hard skills *to improve the competence of residents learning at cosmetology courses and training institutions.*

The results of this research are expected to be useful in contributing to the scientific development of extramural education studies, especially the out-of-school education development model related to the concepts of andragogy learning, community empowerment, and life skills. The focus of this research is on efforts to develop *cooperative experiential learning models* based on *soft skills* and *hard skills*.

The literature review of this research is the theory of cooperative experiential learning*, which combines cooperation with the past experiences of learning residents. Cooperative Experiential Learning* consists of 3 concepts, namely cooperation, experience, and adult learning. Cooperative learning does not only apply to learning citizens. Adults can learn by using the *cooperative* approach. Cooperative learning is a learning model where citizens learn in small groups that have different levels of abilities, experiences, and diverse needs including character education. Johnson et al (2013, p. 33) convey that experiences and working together in a team improve learning outcomes. Learn from the experience of increasing opportunities through customer-based projects. Cooperative *learning* is an umbrella term for a set of teaching strategies designed to educate cooperation, citizen group learning, and social interaction in the learning process. Quarter and Midha (2001, p. 2) describe learning practices among workers undergoing training. Learn from experiences done together. Members learn to acquire the knowledge needed by the process of learning from experience, namely by doing; and discussing, with each other throughout the process.

In the world of work, the demand for competence is growing. In the digital age, skills, and abilities are not only from an intellectual aspect. Work requires physical, social, and personality competencies by the type of work. Spencer & Spencer (1993, p. 9) explain that competence is said to be *Underlying Characteristic* because characteristics are an inherent part of a person's personality and can predict various situations and types of work. Fidler and Atton (2005, p. 6) describe competence as: "... *ability to do the job and how the job might be done. From this, the competence of candidates can be assessed.* Furthermore, Majid (2007, p. 4) defines competence as a set of responsible intellectual actions that a person must have as a condition to be considered capable of carrying out tasks in a particular field of work. The concept of competence can be applied to all areas in which a person is engaged. If the concept is related to the learning process, the competencies that need to be mastered are those related to educational disciplines.

Learning citizens are the target of improving competence. Competence describes a person's ability to carry out a job. A more detailed view of competence is put forward by Janawi (2012, p. 34). Competence is defined in several definitions." First, competence is defined as abilities, expertise, and/or skills that are possessed by someone (in this case the instructor); Second, competence is an ability that includes cognitive, affective, and actions or psychomotor aspects; third, the competence must be mastered by someone; fourth, competence is binding a person to the scientific discipline he has pursued; and fifth, absolute competence is applied and has standards by ideal competency standards."

In the digital era, the needs of the world of work do not only prioritize academic abilities *(hard skills)* but also pay attention to proficiency in terms of values inherent in a person often referred to as *soft skills aspects. Soft* skills are a person's skills in interacting with others (including himself). Thus, *soft skills* include values, motivations, behaviors, habits, character, and attitudes. Soft *skills* are possessed by each person to varying degrees, influenced by the habits of thinking, saying, acting, and acting. However, this attribute can change if the person concerned is willing to change it by practicing getting used to new things.

Nealy (2005, p. 1) suggests that *soft skills* are indispensable in the world of work, these abilities include interpersonal skills, communication, listening, problem-solving teams, cross-cultural relationships, and customer service.

The development of an integrated learning model *of soft skills* and *hard skills* is the main problem that is used as a key variable in improving the competence of learning citizens. The learning concept model of *integrating soft* skills and hard skills in its operations is identified through the components of planning, implementation, and evaluation with the following aspects: learning objectives, target groups, resource persons, curriculum, learning materials and learning media, learning methods, time, and evaluation. Based on the explanation above, this research paradigm uses. The input system approach (*input*), process, output (*output*), and positive impact (outcome) influence each other.

METHOD

The research and development (R&D) approach in this study uses qualitative and quantitative approaches. Borg and Gall (1983, p. 570) ten activity steps need to be taken, namely: (1) limited survey and *information collection, (2)* planning, (3) developing *a preliminary form of* product, (4) conducting *preliminary field testing*, (5) perfect *(main product revision)*), (6) conducting main field testing, (*7) improving field test results* (operational product revision), (8) conducting operational *field testing*, (9) refining the model to develop the final model (*final product revision*), and (*10) dissemination and dissemination of the model (*dissemination and distribution*).

The approach used in research and development of learning models in skin cosmetology courses and training to improve the competence of learning citizens, in general through two stages, namely in the first exploratory study activities (preliminary studies) and in the second stage, namely learning model development activities. Research and development of *cooperative experiential learning models* based on *soft skills and* hard skills *in increasing the competence of learning residents refers to the use of* quasi-experimental design *through pre-test* and *post-test* approaches. With the design *"The one-group Pre-test-Post-test Design* Research is carried out in two forms of activities, namely (1*) exploration* which is qualitative and (2) Experimental is quantitative. Qualitative exploratory research with the following steps:

1. Initial studies or preliminary studies, aimed at reflecting on field conditions related to the implementation of learning to improve *soft skills* and *hard skills*.
2. Preparation of conceptual models based on initial studies, namely compiling learning model development designs to improve *soft skills* and *hard skills competencies*.
3. Conceptual model validation or verification activities involving experts, practitioners, and learners, aimed at refining the conceptual model.

The research was conducted at LKP Yuwita and LKP TQ Profesional in Tasikmalaya City. The author determines the research location based on the following considerations: 1) the need for the importance of soft skills and hard skills *in model development, 2) the criteria for innovative, creative, and flexible instructors to combine* soft *skills* and *hard* skills, 3) availability of facilities and infrastructure in the learning process of model development. The subjects in this study were skin beauty training participants totaling 31 experimental groups and 17 control groups, 6 instructors, and 4 program managers. Randomly selected respondents have the following characteristics: a) aged between the ages of 18 to 45 years, b) graduates of junior high school or package B, c) have learning motivation to improve *hard skills* and *soft skills, and* d) come from Tasikmalaya and surrounding areas to facilitate accommodation.

In the characteristics of qualitative research and quantitative research, there are four types of data collection techniques used, namely a) questionnaires, b) observation, c) in-depth interviews, and d) documentation. The steps for research and development of cooperative experiential learning models based on soft skills and hard skills in improving the overall competence of learning citizens in Figure 3.3 are as follows.

DISCUSSION

1. Overview of the initial conditions of learning at skin cosmetology courses and training institutions in Tasikmalaya City

In the description of the initial condition of course and training institutions in Tasikmalaya City, according to the interview results, several influential items include learning planning. At this stage the description of the initial learning conditions is assessed from the identification of training needs, the formulation of training objectives, the formulation of training programs/curricula, the preparation of evaluation tools, the preparation of resource persons/tutors, initial evaluation, and the final evaluation. Identify the initial learning needs in skin cosmetology courses and training in Tasikmalaya City. The learning needs of residents vary, including increasing knowledge in the field of skin beautification, improving makeup skills, and wanting to open salon businesses at their respective homes to increase their daily income.

Instructors in the implementation of the training curriculum have several criteria including: (1) tutors have a level III certificate of skin beautification, (2) minimum high school education, (3) have the ability and knowledge in skin cosmetology courses, and (4) have motivation and ability to teach, both in theory and practice.

The learning process uses the lecture method, and brainstorming or *sharing* with learning residents, while the techniques used are direct demonstrations, makeup practices, and group learning, with an average of 4 members. In the skin beautification training, the target the training is the residents learning the natives of Tasikmalaya City. With criteria 1) Minimum junior high school education or package B, 2) be motivated and know little about makeup, and 3) age between 25 -45 years.

The results of the skin cosmetology course training can be seen from the improvement of *residents' hard skills* learning courses and training. Hard *skills* gained during training by residents learning skin beauty courses include 1) knowledge, and 2) the ability to apply technology. Based on the description and analysis of the initial learning conditions at LKP Yuwita and LKP TQ Profesional in Tasikmalaya City. So the picture of the initial condition of learning can be described in Figure 4.1 as follows:
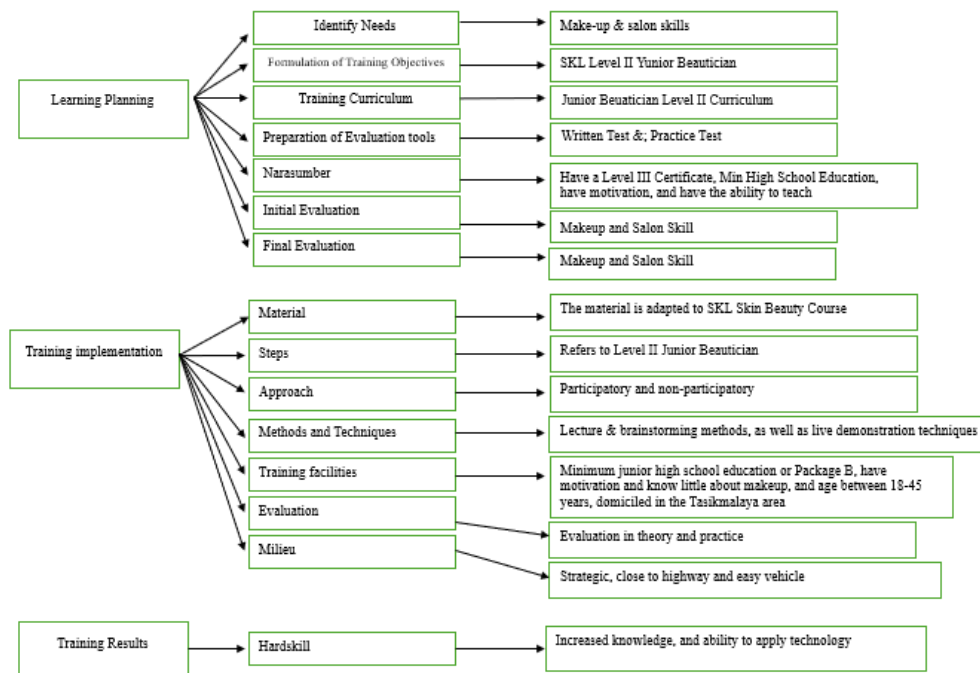
Figure 4.1 Initial conditions of learning in Course and Training Institutions

2. **Conceptual Model of Cooperative Experiential Learning Based on Soft Skills and Hard Skills in Improving the Competence of Learning Citizens**
   a. **Conceptual Description of the Model**

   The learning process of skin cosmetology courses and training with a *cooperative experiential learning model* based on *soft skills and hard skills, namely to improve the skills of residents through combining the experiences that residents have learned as adults, with the basis of improving* soft skills *and hard* skills. Learning in skin cosmetology courses and training in general at LKP is still a *teacher center*. The *cooperative experiential learning model* based on *soft skills* and *hard skills* is part of the inquiry learning approach. The *inquiry* approach is an approach that prepares citizens to learn to conduct experiments and the ability to think broadly.

   The results of observations and supported by factual conditions, the learning needs of residents' courses, and training in skin beautification. So following the characteristics and rational considerations *of the cooperative experiential learning* model based on *soft skills* and *hard skills*, as described as follows:
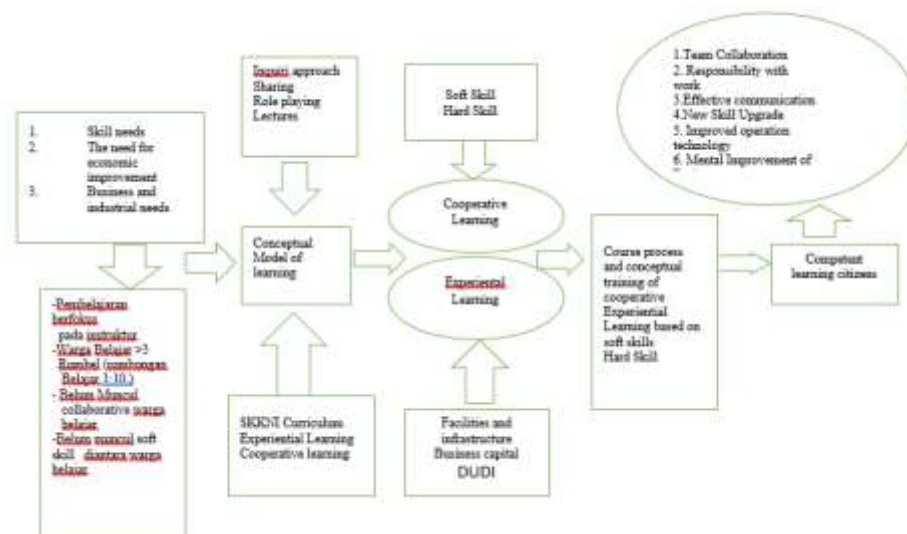
Figure   **4.2**

Rational Conceptual Model of Cooperative Experiential Learning Based on Soft Skills and Hard Skills (source: Research Analysis, 2018)

   b. **Purpose**

   The design of developing *a cooperative experiential learning* model based on *soft skills* and *hard skills* in this study has a goal to be achieved. The purpose of developing long-term and short-term

models. The long-term goal is to help residents learn to develop *soft skills* in their daily lives in the work environment. The short-term goal is that residents learn to have the ability in skin beautification, and increase knowledge, and attitudes in pursuing the skin beauty business. The target group of skin cosmetology courses is people living in the Tasikmalaya City area. With the age between 25-40 years for adults, have the motivation to learn, and want to study for at least 3 months. In principle, the application of the *cooperative experiential learning model is* based on *soft skills* and *hard skills* in increasing the competence of learning citizens, following the following principles. (1) the learning model emphasizes practice, (2) the learning concept emphasizes more on *soft skills, and* (3) the competence of citizens to learn at a practical and applicable level.

c. **Learning Management**
   1. Learning planning
   2. Learning implementation,
   3. learning assessment

d. **Course Learning Curriculum**
   The learning curriculum of the skin cosmetology course used during training is a curriculum that refers to SKKNI (Indonesian National Qualifications Framework Standards) and SKL (graduate competency standards) modified with *soft skills and hard skills*).

e. **Course Instructors**
   The qualifications, of course, instructors include: having a minimum high school education, having a certificate of competence for skin cosmetology courses level III and IV, having teaching experience in the field of skin cosmetology courses for at least 2 years, teaching and distributing material and information, have high motivation

3. **Implementation of a Cooperative Experiential Learning Model based on Soft Skills and Hard Skills in Improve the Competence of Learning Citizens**
   a. **Model Implementation in Phase 1 and Phase 2 Trials**
      The implementation of the model in phase 1 and phase 2 trials is to ensure the feasibility of the model to be developed. So this model is feasible to implement in learning activities. Cooperative Experiential Learning *model* based on *soft skills* and *hard skills*. At the implementation stage in between.
      1) **Preparation Phase through** Identification of Skills Type Needs: At the stage of identifying the needs of prospective learning citizen skills determined through identification of learning needs, availability of natural resources and human resources, as well as social, and economic aspects, Recruitment of Learning Citizens, Recruitment of Instructors, and Conducting Partnerships: Partnerships carried out by course and training institutions in the process of implementing the model *Cooperative experiential learning* based on *soft skills and* hard skills *are by establishing cross-sectoral partnerships, namely with the Tasikmalaya City Education Office, Manpower Office, Industry Office, as well as beauty salon owners, and skin beauty clinics in Tasikmalaya City*.
      2) **Learning Implementation:** Implementation of course learning and training in skin beauty model cooperative *experiential learning* based on *soft skills* and *hard skills*. The purpose of the *cooperative experiential learning model* is to equip learning residents in learning skin beautification so that there is synchronization between learning residents and skin beauty course instructors. Starting from the initial activities, core activities, and final activities.
   b. **Results of Phase 1 and Phase 2 Trials**
      1) Test Stage 1
         Trials in phase 1 are carried out with experimental preparation (pre-treatment) as an initial prerequisite for controlled research subjects. In the phase 1 trial, residents studied at Yuwita and TQ Professional Skin Cosmetology courses and training institutions. The phase 1 trial was carried out after a revision of the validity test from the results of expert input. To
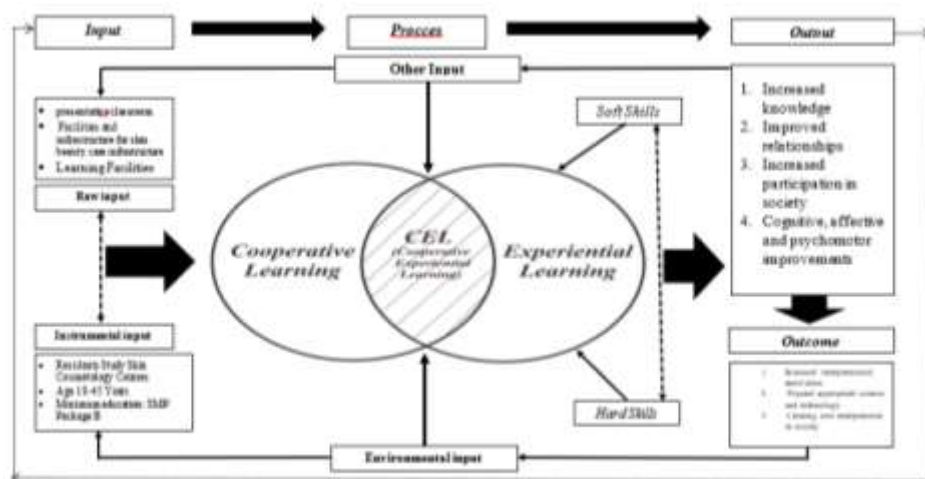
determine the extent of the implementation *of the cooperative experiential learning model based* on soft skills *and hard skills* in improving the competence of learning residents, the success rate *of the cooperative experiential* learning model was measured in 17 residents learning as a control group, and 31 residents learning as an experimental group with the N-Gain Score Test. The results of the *distribution of pre-test* and post-test *questionnaires in the control group averaged N-Gain score (mean) had a score of 28.59% included in* the "Ineffective" category, while the minimum score of 11.11 % and the maximum score of 46.15%. For the experimental group, the average N-Gain score (mean) has a score of 76.47% included in the "**Effective" category**, with a minimum score of 57.69% and a maximum score of 103.85%.

2) Test Stage 2

Test stage 2 in the implementation of the learning model is a step that must be passed in the learning process. In skin cosmetology courses and training at LKP Yuwita and LKP TQ Tasikmalaya City pre-test and post-test results from the implementation of *cooperative experiential learning models* based on *soft skills* and *hard skills* in improving the competence of learning residents. For data needs, researchers assess the learning outcomes of learning residents before (pre-test) and after (post-test) on the implementation of *cooperative experiential learning* models based *on soft skills* and *hard skills* in improving the competence of learning residents. The Wilcoxon Signed Ranks Test, based on the output of "Test Statistics" found that Asymp Sig. (2-tailed) was 0.000. Since the value of 0.000 is less than < 0.05, it can be concluded that Ha is accepted. This means that there is a difference between the results of the implementation of the *cooperative experiential learning model* based on *soft skills and* hard skills between residents learning for pre-test and post-test. So it can also be concluded that "there is an influence of the use of *cooperative experiential learning methods* on the learning outcomes of residents learning beauty in Tasikmalaya City".

c. **Revision of Cooperative *Experiential Learning Model Development* Based on *Soft Skills* and *Hard Skills* Final Stage**

The revision of model development in this study emphasizes the curriculum, processes, instructors, facilities, and infrastructure as well as the learning environment. Other supporting reinforcements include partnerships, the business world and the industrial world (DUDI), *backing consultants* for alumni and learning citizens, and learning evaluation. As for *input*, *process*, and *output,* and evaluation.

Source: Researcher Analysis, 2018.

Figure 4.3 Final model of Cooperative Experiential Learning based on Soft Skills and Hard Skills in improving the competence of learning citizens.

4. **The Effectiveness of** *Cooperative Experiential Learning Model Development* **Based on** *Soft Skills* **and** *Hard Skills* **in Improving the Competence of Learning Citizens**

The effectiveness of developing *cooperative experiential learning models based on* soft skills *and hard skills* is seen from the comparison of proficiency levels between the control *group (residents learn without using the cooperative experiential learning model approach) and the experimental group (residents learn using the* cooperative experiential learning model approach).

The results of the *Effect Size* test using the exel calculator obtained nilia *numerator* 47.88, den's num value 1st *149056.308, nilia* den's num 2nd 21015, 8352*, den's denominator* value 48, and den's *total (Spooled) value 59.5245*, from the results of calculating effect size in Cohen*'s d value 0.8*. If you look at Table 3.14 of the interpretation criteria for Cohen's d value, it is included in Cohen's High standard, with **an effect size value of 0.8** and **a percentage of 79%.**

RESEARCH DISCUSSION
1. **Overview of the initial conditions of learning at skin cosmetology courses and training institutions in Tasikmalaya City**

Learning and practice are an integral part of the course and training process. Especially in cosmetology courses and training activities. The initial conditions of learning at the cosmetology course institutions at LKP Yuwita and LKP TQ Profesional, in this case, will be described in four indicators, including 1) learning planning, 2) training implementation, 3) training results, and 4) evaluation. By identifying the needs of learning residents, learning planning will be directed according to the objectives of the training program. Learning planning is in line with the opinion of Sudjana (2000, p. 61), "Planning is a systematic process in making decisions about actions that will be carried out in the future". Townsend and Donovan (2004, p. 6) define training needs analysis as follows: *"Training needs analysis is identifying the new knowledge, skills, and attitudes which people require to meet their own and their organization's development needs."* Training needs analysis is conducted to identify new knowledge, skills, and behaviors needed to meet the development needs of the organization and its employees. Assessment of the skills of learning citizens, so an evaluation tool is needed that follows the skills of learning residents. In learning skin cosmetology courses, tutors apply two tools used in evaluating learning residents, namely: 1) evaluation in writing, and 2) direct practical evaluation. Through these two methods, tutors are used in assessing the ability of residents to learn skin beautification. Sudjana (2011, p. 213) defines "Assessment as an effort to collect, process, present data or information about learning activity programs as input for decision making".The initial assessment of learning participants can be done through tests. This assessment tool is usually in the form of an initial test or *pre-test*. The final assessment of learning participants can be done by giving a test or post-test.

2. **Conceptual Model of Cooperative Experiential Learning Based on Soft Skills and Hard Skills in Improving the Competence of Learning Citizens**

The learning model has advantages including the curriculum using SKKNI, *cooperative* learning both in theory and practice, and *experiential learning*. Kirstein et al (2013, p. 33) convey experiences and work together in a team to improve learning outcomes. The learning process of skin cosmetology courses carried out at the course and training institutions in Tasikmalaya City is learning that prioritizes *soft skills and* hard skills *and* adjusts to the needs of DUDI. This is in line with the opinion of Esa et al (2015, p. 204) stated the same thing *that soft skills are needed in the world of work as*

stated that: "Soft skills are some of the skills needed to ensure that graduates fill the needs of the job market".

The conceptual model of *cooperative experiential learning* based *on soft skills and hard* skills in skin cosmetology courses has long-term and short-term goals, including *The long-term goal is to help residents learn to develop* soft skills In their daily lives in the work environment while the short-term goal is that adult learning residents can do skin beautification, increase knowledge, and attitudes in pursuing the skin beauty business. According to Ibrahim, et.al. (2000) in Isjoni (2010, p. 27) includes at least three learning objectives, namely a) academic learning outcomes, b) acceptance of diversity, and c) development of social skills. The target group in beauty courses and training is learning residents who live in Tasikmalaya City / Regency. Learning residents who take part in beauty courses with conceptual learning models *of cooperative experiential learning* based on *soft skills* and *hard*. Skills have assumptions, among others: have a self-concept, have readiness to learn, and are oriented toward learning. (Malcolm Knowles)

3. **Implementation of Cooperative Experiential Learning Model Based on Soft Skills and Hard Skills in Improving the Competence of Learning Citizens**

Trials of *cooperative experiential learning models* based on *soft skills and* hard skills were carried out twice, namely at LKP Yuwita, and LKP TQ Profesional. The first trial was a limited trial conducted on 17 study residents and the second trial was conducted on 31 study residents. In the phase one trial of the *cooperative experiential learning model using* pre-test *and* post-test *questionnaires* in the control group and experimental group. To see the success rate of the *cooperative experiential learning model* using the N-Gain Score test. The first phase of the trial, illustrates that the results of *the pre-test* and *post-test* control group are not effective, while the experimental group in the category is effective. In the second stage of the implementation of the *cooperative experiential learning* model using the Wilcoxon Signed Ranks Test with the help of *SPSS statistics 22 for Windows* and *Microsoft Office Exel 2013*. In the implementation of the *cooperative experiential* learning model, researchers assessed the learning outcomes of residents learning before (pre-test) and after (post-test), the implementation of this model was carried out on 31 residents learning experimental groups and 17 residents learning control groups in skin beauty at LKP Yuwita and LKP TQ Profesional.

Based on the results of field observations and supported by data from questionnaires, it illustrates that the implementation of *cooperative experiential learning models* is based on *soft skills* and *hard skills*. Residents learn during the training to implement a clean and safe work environment following the principles of occupational health and safety. Preparing and massing work, both preparing and preparing cosmetic tools. Training participants are also required to have skills in communicating at the reception, either communicating with customers or receiving and delivering. customer. According to Nealy (2005, p. 1) suggests that soft skills are indispensable in the world of work.

4. **The Effectiveness of *Cooperative Experiential Learning Model Development* Based on *Soft Skills* and *Hard Skills* in Improving the Competence of Learning Citizens**

Based on the results of hypothesis testing and statistical calculations, an illustration was obtained that the effectiveness of *the cooperative experiential learning model, namely the competence of citizens learning courses* and training using the cooperative experiential learning model, was higher than courses and training that did not use the *cooperative experiential* learning model. Factors that cause the application of the cooperative *experiential learning learning model* to be effective, include: *First*, learning residents have high teamwork skills, producing learning citizens who are responsible for work, have effective communication skills, increase new skills in skin beautification, increase in the operation of renewable beauty technology, and improve the mental Entrepreneurial. *Second*, the skills and skills possessed by instructors in combining the curriculum with cooperation and past experiences of learning residents, *third,* the learning materials used are materials tailored to the needs of DUDI, and soft skills and hard skills. Fourth, before learning, in-depth identification of learning needs is carried out, so that learning materials are by the needs of learning residents. Fifth, assessment with

authentic assessment and backing consultants, namely in addition to formative and summative assessments, as well as the existence of a place for consultation of residents to learn in preparing to enter the world of work.

CONCLUSION

The implementation of the conceptual model of *cooperative experiential* learning begins with the initial activities, core activities, and final activities. Initial activities through *inquiry approaches,* brainstorming, role-playing, and lectures. The core activity of the process begins with capturing the past experiences of learning residents and cooperation among learning residents. The curriculum used is adapted to the business world and the industrial world (DUDI). The final activity is an increase in the competence of learning residents which is integrated *with exploration, elaboration,* and *confirmation following* the skills of learning residents. As well as learning residents have the competence of (1) being able to work in teams, (2) being responsible for work, (3) having effective communication, (4) improving new skills, (5) increasing the operation of renewable beauty technology, (6) improving entrepreneurial mentality. The effectiveness of *cooperative experiential learning models* based on *soft skills* and *hard skills* in increasing the competence of learning citizens. The effectiveness of the model describes *that the cooperative experiential learning model is higher than training without using* the cooperative experiential learning *model.* So the learning model of *cooperative experiential learning* based on *soft skills and* hard skills *is effective in increasing the competence of citizens in learning courses and training*.

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