

SOCIAL SKILL ASSESSMENT FOR TRANSVESTIVES THROUGH THE IMPLEMENTATION OF SOCIAL PROBLEM SOLVING METHOD

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Abstract

This study is aimed to know: 1) how the steps of assessment instrumen building of social skill for transvestives through social problem solving method are, 2) instrument appropriateness of transvestives' social skill assessment is. This study uses Research and Development method consisting of four stages, which are: (1) introduction stage, (2) design organizing stage of social skill assessment instrument for transvestives as the development of initial product form, (3) trial, evaluation and revision stage, and (4) implementation stage. The numbers of transvestives who become the sample in each trial in 2015 is 5 transvestives selected using purposive sampling. The data collection technique uses FGD, questionnaire, observation, and documentation techniques. The data validation uses expert validation, while the accuracy of qualitative data uses source triangulation technique, theory and method. The quantitative data analysis is conducted using descriptive and qualitative data analytic technique with interactive model. Based on the research result, it is concluded as follow: 1) the steps of instrument building on social skill assessment for transvestives through the implementation of social problem solving model are through : a) introductory study to construct theoretical framework, b) plan and organize instrument through FGD and expert validation, c) limited trial or individual test, evaluation and revision of instrument. The guidelines of expert validation result instrument indicates average score as 3.89 which means that the guideline is good or appropriate to test. Also, based on the transvestivesassessment in individual trial indicates good result with average score of 3.69. Meanwhile, the character education model of Social Problem Solving (SPS) for transvestives as the effort to develop their social skill in Special Region of Yogyakarta indicates good result with average score of 3.80.

Keywords: character education, transvestives, and social skill

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Introduction

The main problem faced by transvestives in Special Region of Yogyakarta is the low of social skill aspect. It influences the tendency of roughly attitudes and behaviors in social environment of they who are included in transvestives group or not. There are some factors that can be identified as the cause of low social skill aspect for transvestives in DIY, (1) the lack of character education, (2) there has not been character education model for them, (3) the lack of government attention towards their character development, (4) transvestives development program is merely focussed on economic assistance, (5) and so on.

Recent character education program that has been developed by the government is focussed on formal education institution, and less reach transvestives group. Their group may be marginalized with government programs concerning the implementation of character education in Indonesia, whereas, they are also the nation generation that require equal attention in order to support current and future national character program. Transvestives also have equal rights in education, including the implementation of national character education.

According to NGO's explanation, the number of transvestives in DIY are 1962 people (Kebaya NGO, 2013). The data indicates that their numbers are high and increasing over years. The increasing of transvestives number in DIY is caused by their difficulty to find a job beside other social conditions. Such condition indirectly has a cause towards the increasing number of transvestives. If it does not get special

attention from the local government, their existence will be more marginalized.

The other problem is that transvestives management is less appropriate in handling problems they face. In general, they are treated as the society who are merely categorized in marginal class. As a result, many programs of social economic problem solving which is directed for them is only giving less useful social and financial assistance. In fact, there have been many programs performed but they have not indicated maximum result. One of the causes is that the programmed activity has not been able to improve their identity values as dignified citizens. Their social skill is still far from the duty as society members who also need proper place.

Therefore, character education is a whole relational dynamic among individuals with various dimension, both inside or outside themselves. In order that the individuals more appreciate their freedom to be more responsible towards their self development as individuals and others' in their lives. Character education as a pedagogy gives attention towards three important things for human development, which are human natural ability development as possessed by each individu differently (naturalist). In developing this natural ability, human cannot ignore negative relation with social environment (Rosseau) and in relation between today's individual and society, humans lead themselves to values (among them are Foerster, Marx, Kohlberg, and Dithrey). Having glorious morals are not automatically owned by each human right after they were born, however, it needs a long process through nurturing and education

(craving process). In Arabian language, character is similar to morals (the root of khuluk word), which is habit to do good things. Alghazali (2010: 25) draws that morals is an individual's behavior which comes from a good heart/

Sri Sulistyawati's study in 2008 which is entitled "Society's Perception towards the Existence of Transvestives in Sidomulyo Area, Yogyakarta" is aimed to know the transvestives' activities in their social lives, how their existence in Sidomulyo area and the perception of society towards transvestives existence in their environment are. The result of this study indicates that the society's perception is less positive towards their existence so that transvestives' life is marginalized. The existence of transvestives in Sidomulyo area as marginalized group of people are considered as less having social skill in group or social life.

According to the study of Ricky Santosa Muharam in 2009 which is entitled "The Existence of Yogyakarta Transvestives Community in Politic Participation of Transvestives Group in Special Region of Yogyakarta" is aimed to find out the existence of Yogyakarta transvestives community in politic participation and solution to solve the problems concerning political participation, factors which hamper their participation in politic. The solutions of solving the problems have not been done in real about the crucial problems on character education for transvestives because so far character building is only implemented in formal path.

Based on the explanation above and studies done previously by Sri Sulistyawati (2008), and Ricky Santosa Muharam (2009) in which they have not discussed and found character education model for transvestives to

develop social skill and as the effort to improve identity values as dignified citizens. Therefore, it is necessary to do a dignified education, one of which is done through character education for them as the effort to develop social skill. On the basis of problem rationality above, it is necessary to do indepth review through excellent research of this multiyears universities, which is furthermore entitled: The Development of Character Education Model for Transvestives to Improve Social Skill in Special Region of Yogyakarta.

Based on the background and identification of the problems that have been elaborated in advance, it is formulated the main problems as follow: 1) how the steps of development of social skill assessment instrument through social problem solving implementation is, 2) how the appropriateness of social skill assessment instrument through the implementation of social problem solving is.

Character is an individual's figures, attitudes, morals or personalities shaped by virtues internalization result believed and used as the basic of the way of thinking, acting, and taking action. Virtues consist of some values, morals and norms, such as honest, having courage to act, trustworthy, and respecting others. Interaction between somebody and others raises social and nation character. Therefore, the development of national character can only be done through individual character building. However, since humans live in a certain social and cultural environment, an individual's character building can only be done in relevant social and cultural environment. It means a cultural and character development (Puskur, 2010).

Also, David Elkind & Freddy Sweet (2004: 127), explains that character education is understood as: "character education is the deliberate effort to help people understand, care about, and act upon core ethical values. When we think about the kind of character we want for our children, it is clear that we want them to be able to judge what is right, care deeply about what is right, and then do what they believe to be right, even in the face of pressure from without and temptation from within". Character education is everything done by a teacher who is able to influence learners' characters. A teacher helps to shape learners' character concerning exemplary, how teacher's behavior is, the way teacher speaks or delivers material, how he/she tolerate does, and various things concerning other things.

A study towards cooperating skill is done through a research towards the capability to be a leader with seven indicators developed by Banks (Saripudin, 2002: 183), which are: a) happy of being a leader, b) able to cooperate with others easily, c) willing to listen to others' suggestion, d) willing to maintain group unity, e) respecting others' opinion, f) willing to help others, g) able to build group spirit. In this case, a research towards transvestives is intended to develop the most appropriate character education model, focussed on cooperation skill as one of social skill indicators.

Kemala Atmojo (1986) explains that transvestives are transsexual phenomenon. Through the observation he does, it is assumed that most of them are transexual. The term of transvestives is directed to a transexual individual (an individual whose physical appearance is different his/her sould condition). Physically, a transvestives wants

to perform as a woman, phyhologically he identifies himself as a woman. However, biologically he is a man with man reproduction organ.

Problem based learning model more emphasizes on the application of problem solving method as mentioned by John Dewey (Sanjaya, 2008: 217) consists of 6 learning steps:

1. Formulating problem. Learners determine problem that will be solved.
2. Analyzing problem. Students review the problem critically from various point of views.
3. Formulating hypothesis. Learners formulate vaious solutions as the knowledge they possess.
4. Collecting data. Learners find out and draw information neccessary for the problem solving.
5. Testing hypothesis. Learners take and formulate conclusion as the acceptance and rejection of proposed hypotheses.
6. Formulating recommendation of problem solving. Learners draw recommendation that can be done as the formulation of hypothesis testing result and conclusion.

Character education model for transvestives to develop social skill is by developing problem based learning model with problem solving method into Social Problem Solving (SPS). This model is initiated with developing education system reality concerning character education that has compex variables, in this case, the research focus is social skill as model target. The solution of transvestives' social skill as character component that will be find out is very low. In order to improve transvestives' social skill, Social Problem Solving (SPS) method will be developed. It is

done through some steps: form a group of 4-5 people to discuss existing problems around them, identify problems and select one riskiest problem through group discussion, write down the cause, identify efforts that should be done to solve it, determines the most appropriate effort to solve it, determine how to implement problem solving effort and measure the success of problem solving which has been done.

Research Method

This research uses Research and Development method consisting four stages, which are: (1) introductory, (2) disain organizing of social skill assessment instrumen for transvestives as the development of initial product, (3) trial, evaluation and revision, and (4) implementation stages. The numbers of transvestives as the trial sample in 2015 were 5 people who were chosing in form of purposive sampling. The data collection technique uses FGD, questionnaire, observation and documentation technique. The data validity uses expert validity, while the quality data validity uses source triangulation technique, theory and method. FGD activity involves 10 people, consisting of 3 people as research team, 1 reseach assistant, 2 sociology material experts, 2 character education experts, 1 learning technology experts, and 1 administration staff. For expert judgement, the experts who are involved are 8 people they were 2 sociology material experts, 2 character education experts, 2 evaluation experts, and 2 learning technology experts. The initial draft that has been revised is tested on 5 transvestives in one by one trial to know whether the model is good or bad.

Data analysis technique uses descriptive technique for quantitative data and interactive for the qualitative one. One of functions of descriptive analysis is to present the data of research result in simple form so that it is easy to obtain description of research result. Qualitative data analysis technique is done for the interpretation importance by analyzing validation result data from experts that has given useful suggestions for character education model improvement.

Research Result and Discussion

Character education model as the effort of developing social skill that is focussed on cooperating skill of transvestives that is developed in this research is Social Problem Solving (SPS) model used to implemented character education for transvestives. Research and Development (R&D) through pre-survey, theoretical relevant, empiric, and practive reseach review in field ultimately find the concept of Social Problem Solving (SPS) as a means to develop social skill for transvestives. The concept of SPS resulted through long proces such as panel discussion, foccussed discussion (FGD) , and product trial in field. Before this model is tested in one-by-one trial for model feasibility and clarity trial for transvestives, all set of models have been validated by experts. Theoretical, empirical, and practival review in field, intensive discussion with researchteam and transvestives management and various parties through limited field trial indicates that SPS concept consists of good learning process and a set of model components. Furthermore, the development product is described in character education for transvestives as the effort of improving social skill on this research appendices. Here will be

explained systematically the field trial data as the development research result in this research.

The implementation of FGD (Focus Group Discussion) was held on August 22nd, 2015 in Deanery Courtroom of Social Science Faculty of State University of Yogyakarta. It was done by involving parties that are relevant with character education, learning technology, and sociology. FGD activity involves 10 people, consisting of 3 researchers, 1 research assistant, 2 sociology material experts, 2 character education experts, 1 learning technology expert, and 1 administrative staff. While for expert judgement, experts who are involved are 9 people. They are 2 sociology material experts, 2 character education experts, 2 evaluation experts, and 2 learning technology experts. Through FGD which is intensively and effectively implemented by involving experts, it has been found and determined the concept of character education model. Besides, the initial draft of the model and completeness are also discussed and covers many suggestions or recommendation to simplicize model which is developed because the research subject is transvestives.

Furthermore, after the improvement of developed model, one-by-one test is done towards 5 transvestives by involving all researcher and research assistant team. Before the mode is tested on the subject, all model and the completeness have been validated by experts through preliminary trial. Experts who are involved in the expert validation are 8 people, consisting of 2 sociology material experts, 2 character education experts, 2 evaluation experts, and 2 learning technology experts.

1. First Trial

Borg and Gall names this first trial as preliminary field testing. This trial is done by distributing development products in form of guideline of SPS character education model towards 8 people consisting 2 sociology material experts, 2 character education experts, 2 evaluation experts and 2 learning technology experts. This first trial is aimed to give meaningful correction and suggestion on character education model substance which is relevant to filling direction, content clarity, language used, writing procedure including writing format, general assessment, question points sufficiency, and recommendation notes for revision. It is intended to make the developed model is understood easily by the model users, who are transvestives, social service agency, police, social practitioners, and transvestives observers.

a. Guideline of Character Education Model

Guideline validation of SPS model character education is focussed on guideline content aspect and the language used. The development of character education guideline which is done based on validation result (assessment) of experts who give revision notes or recommendation for the model guideline revision. The assessment of model guideline is focussed on : 1) transvestives criteria clarity, 2) learning objective formulation clarity; 3) learning material formulation clarity, 4) learning material clarity, 5) learning design clarity, 6) learning model clarity, 7) learners role clarity, 8) assessment instrument clarity, 9) assessment criteria clarity, and 10) education external clarity. While the language assessment is focussed on : 1) standard Indonesian language using, 2) understandable statement formulation, and 3) clear words and sentences

for education model users. Meanwhile, the things concerning writitng format are 1) letters shape and size, 2) writting format and punctuation using, and 3) writing format.

Validation towards character educator model clarity which is recently calls as SPS model as the development of problem based learning model with problem solving method in preliminary trial is 8 peope consisting of 2 sociology material experts, 2 character education experts, 2 evaluation experts and 2 learning technology experts. The assessment is done using 5 scale with minimum score of 1 and maximum score of 5. The average score of the first stage assessment result towards historical learning quality instrument are as follow:

Table 1
Experts' Assessment Result towards SPS Model Guideline.

No.	Assessment Aspects	Score Average
1	Transvestives criteria clarity	3,75
2	Learning Objective formulation clarity	3,88
3	Learning material formulation clarity	3,88
4	Learning material scope	3,63
5	Learning design clarity	3,75
6	Learning model clarity	3,88
7	Educators' role clarity	3,75
8	Assessment instrument clarity	3,88
9	Assessment Criteria Clarity	3,63
10	Learning External Clarity	3,88
11	Standard Indonesian Language Use	3,88
12	Understanable statement formulation	3,63
13	Clear words and sentences use.	4,00
14	Letter shape and size	4,00
15	Writing format and Punctuation use	3,88
16	Writing Format	3,88
Total Score Average		3,89

Besides doing assessment, validator is also asked to give comment or suggestion concerning all SPS character education model. Here is the recommendation or suggestion given by validator in preliminary stage assessment towards SPS character education model guideline: 1) instrument assessment for answer selection score with “sometimes” term with score 3 and “rarely” with score 2 are changed into “rarely” score 3 and “very rare” score 2, 2) the correct term is social problem solving, 3) it should be rethinking whether transvestives validator is needed in validating model readability and clarity of character education for transvestives, 4) each indicator should be more than item, as for group spirit building which is only 1 instrument point, 5) reconsidering whether the external is recommended to transvestives management and social department or there is no component or other users who also have their own interest.

Referring to reccomendation notes from experts in preliminary stage, furthermore the SPS character education model is revised. The revision is done as a whole both towards education model component, character education guideline, social skill assessment format, or towards other components recommended for the revision.

The revision result of guideline of SPS character education model with various scientific-methodological considerations. Futhermore it is used as the basic of developing SPS character education model for the second trial or main trial in the second year in this research.

Besides being validated by experts, the validation towards SPS character education model clarity as the development of problem based learning model with problem solving

model in preliminary trial are 5 transvestives who are the management. The 5 scale assessment with minimum score of 1 and maximum of 5. The average score of first stage assessment result towards historical learning quality instrument is as follows:

Table 2
Transvestives' Assessment Result towards SPS Model Guideline

No.	Assessment Aspects	Score Average
1	Transvestives criteria clarity	3,80
2	Learning Objective formulation clarity	3,80
3	Learning material formulation clarity	3,60
4	Learning material scope	3,60
5	Learning design clarity	3,40
6	Learning model clarity	3,40
7	Educators' role clarity	3,80
8	Assessment instrument clarity	3,80
9	Assessment Criteria Clarity	3,40
10	Learning External Clarity	3,60
11	Standard Indonesian Language Use	3,60
12	Understanable statement formulation	3,60
13	Clear words and sentences use.	4,00
14	Letter shape and size	4,00
15	Writing format and Punctuation use	3,80
16	Writing Format	3,80
Total Score Average		3,69

Based on the transvestives assessment result towards SPS character education model indicates assessment score 3.69 or good criteria to be tested in limited scale.

b. Character Education Model of LPM Model

Character education model is validated from objectivity, practicality and efficiency aspect. SPS character education model

valuator involved in the development of first trial stage are 8 people, consisting of 2 sociology material experts, 2 character education experts, 2 evaluation experts and 2 learning technology experts. The assessment uses scale 5 with minimum score of 1 and maximum of 5. The average score of first stage assessment result towards historical learning quality instrument is as follows:

Table3
Experts' Assessment Result towards SPS Model

No.	Assessment Aspects	Score Average
1	Learning material objectivity	3,88
2	Model guideline objectivity	3,75
3	Data Collection instrument objectivity	3,75
4	Social skill measurement practicality	3,88
5	Learning material practicality	3,75
6	Model Implementation guideline practicality	3,88
7	Economical in time use	3,75
8	Economical in cost use	3,75
9	Economical in in energy use	3,75
Total Score Average		3,69

Based on the expert assessment towards education model appropriateness of SPS model character, the score average indicates 3.80 or good category. All assessment aspects indicate good category. It indicates that SPS model developed for the implementation of character education for transvestives in order to develop their social skill is appropriately used in main or field operational trial.

Discussion and Analysis

In order to answer the problem formulation: how the developments steps of character education model as the effort to improve

social and personal skill for street children in DIY, it is used descriptive analysis technique with percentage, score averafe (mean) and qualitative analysis with interactive model. The implementation of Research and Development (R&D) through theoretical review, empirical finding, and practices in field as the concept initial draft, continued with panel discussion with character education and sociology education experts, also education practitioners cause component compositon and indicators experience basic change.

Furthermore, the researcher conducts intensive theoretical and empirical review with reseacher team which the result is used as the initial draft or FGD material and continous discussion. FGD activities involve 10 people consisting 3 people of research team, 1 research assistant, 2 sociology experts, 2 character education experts, 1 learning technological expert, and 1 administrative staff. For expert judgement, experts who are involved are 8 people, consisting of 2 sociology material experts, 2 character education experts, 2 evaluation experts and 2 learning technology experts. By implementing FGD intensively and effectively, it is finnaly found and determines character education model concept. Before the model is tested on testing subject in small scale, all design and the set have been validated by experts through preliminary trial towards 8 people, consisting of 2 sociology material experts, 2 character education experts, 2 evaluation experts and 2 learning technology experts.

After the preliminary trial is done, model and instrumen are revised to do small scale trial. It is done in form of purposive sampling with certain considerations, which

are subject quality that represents information and program completeness. This main trial is done by transvestives management in Yogyakarta by considering that the management is able to represent all information about the existing management. Besides, it should be representative with complex characteristics. Here we are going to systematically explain field trial data of first and second stage as the result of development research.

1. SPS Model feasibility of Expert Assessment Result

Based on the assessment result in the preliminary stage towards the instrument feasibility of character education model guideline, it is found the average score as follow: 1) Transvestives criteria clarity = 3,75; 2) Learning Objective formulation clarity = 3,88; ; 3) Learning material formulation clarity = 3,88 ; 4) Learning material scope = 3,63; 5) Learning design clarity = 3,75; 6) Learning model clarity = 3,88; 7) Educators' role clarity = 3,75 ; 8) Assessment instrument clarity = 3,88; 9) Assessment Criteria Clarity =3,63; 10) Learning External Clarity=3,88.

While the language assessment has average score as follow: 1) Standard Indonesian Language Use = 3,88; 2) Understanable statement formulation = 3,63 and 3) Clear words and sentences use = 4,00. Writing format covers 1) Letter shape and size = 4,00; 2) Writing format and Punctuation use = 3,88; 3) Writing Format=3,88.

If it is consulted with assessment standard in character education model guideline, the total score average is in the interval >3.4-4.2 including in good or feasible category so that the model can be used with some revisions. In order to get good model, the instrument is revised. Therefore, before

the instrument is tested on second small scale trial, revision refers to recommendation given by validator is done. There are 5 recommendations given by validators and as the basic of revision before small scale trial is still in feasibility or clarity test of SPS model guideline.

2. Model of SPS Model Character Education

Character education model is validated from objectivity, practicality, and efficiency aspects. The valuator of LPM character education model involved in the development preliminary trial are 8 people, consisting of 2 sociology material experts, 2 character education experts, 2 evaluation experts and 2 learning technology experts. The assessment uses scale 5 with minimum score of 1 and maximum of 5. Based on the assessment result on preliminary stage towards character education model effectiveness, it is found the average score as follow: 1) Learning material objectivity= 3,88; 2) Model guideline objectivity = 3,75; 3) Data Collection instrument objectivity= 3,75; 4) Social skill measurement practicality = 3,88; 5) Learning material practicality = 3,75; 6) Model Implementation guideline practicality = 3,88; 7)Economical in time use= 3,75; 8) Economical in cost use= 3,75; 9) Economical in in energy use= 3,75.

If it is consulted with assessment standard on model guideline, the total score average is in the interval >3,4-4,2 which is included in good or feasible category so that the model can be used with some revision. Therefore, before the model is tested on the second stage of feasibility test for transvestives, it is done revisions which refer to recommendation given by the validator. There are some

reccomendation given by them and as the basic of revision before being tested on the second stage or small scale trial.

3. SPS Model Feasibility of Transvestives' Assessment Result

Based on the transvestives assessment result on preliminary stage towards guideline instrument feasibility of character education model, it is found score average as follow: 1) Transvestives criteria clarity= 3,80; 2) Learning Objective formulation clarity= 3,80; 3) Learning material formulation clarity=3,60; 4) Learning material scope= 3,60; 5) Learning design clarity= 3,40; 6) Learning model clarity= 3,40; 7) Educators' role clarity= 3,80; 8) Assessment instrument clarity= 3,80; 9) Assessment Criteria Clarity= 3,40; 10) Learning External Clarity = 3,60. While the language assessment has score average as follow: 1) Standard Indonesian Language Use= 3,60; 2) Understanable statement formulation= 3,60; 3) Clear words and sentences use =4,00; Writing format covers 1) Letter shape and size = 4,00; 2) Writing format and Punctuation use = 3,80; 3) Writing Format=3,80.

If it is consulted with assessment standard in character education model guideline, the total score average is in the interval >3.4-4.2 including in good or feasible category so that the model can be used with some revisions. In order to get good model, the instrument is revised. Therefore, before the instrument is tested on second small scale trial, revision refers to recommendation given by validator is done. There are 5 recommendations given by validators and as the basic of revision before small scale trial is still in feasibility or clarity test of SPS model guideline.

Character education model for transvestives which is done to improve their social skill is by developing problem based learning model with problem solving method to be Social Problem Solving (SPS) method, is particularly focussed on transvestives' social problem in undergoing their lives in group. This model is initiated with education system reality which develop concerning character education that has complex variable, in this case, the research focuss is on social skill as the model target. The solution of transvestives' social character will found with the existing reality that it is still low. In order to develop social skill, SPS model implementation is done through steps of: making a group of 4-5 people to discuss existing social problems around them, identifying social problems and choosing the riskiest social problem in their environment, writing the problem causes, identifying most appropriate efforts to solve the problem, determining how to implement the problem solving, and valuing problem solving success which is done.

Conclusion

1. Conclusion

Based on the research result and development done, through the data collection and analysis process, it can be proposed the research conclusion as follow:

- a. The development of component and completeness of SPS character education model is done procedurally and methodologically through Research and Development. of component and completeness of SPS character education mode as the core is done through conceptual, theoretical, and empirical review in field through survey, FGD, expert assessment and small scale trial.

Research and Development (R&D) activity done through theoretical review presurvey, including relevant, empirical and practical research review finnally find SPS concept as a means to improve social skill for transvestives. SPS concept resulted through a long process such as panel discussion, focussed discussion(FGD) and product trial in field. Before this model is tested in small scale, all set of model has been validated by experts. Theoretical, empirical and practical review in field and intensive discussion with researcher team and transvestives management and various parties through small scale field trial indicates that the concept of Social Problem Solving consists of the component of education process amd a set of model. Furthermore, the development product described in the character educaion guideline for transvestives as the effort of developing social skill exists in this research appendices.

- b. SPS Model of the research and development research has good feasibility level. The guideline of character education model of experts' validation result indicates that score average 3.89 which means that the guideline is good and feasible to test. Also, based on the transcestives assessment in one-by-one trial indicates a good result with score averaga of 3.69. While the character education model of Social Problem Solving (SPS) model for transvestives as the effort to develop social skill in Special Region of Yogyakarta indicates a good result with score average of 3.80.

Suggestion

Based on the conclusion that has been explained above, it can be recommended some things

- a. SPS model can be used for transvestives management, social department, police, teachers, or transvestives social problem observers in developing their character, especially concerning social skill, especially their cooperating skill.
- b. SPS model should be continuously tested on wider subject so that the sharpness and sensitivity of model is guaranteed and applicable on various transvestives' characteristics.

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