



Lifeskill-Based Curriculum Development at Didaktika Uswatun Khasanah Kindergarten

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Abstrak

Pendidikan kecakapan hidup harus diajarkan sejak usia dini, tidak hanya sebagai bekal anak untuk menjalani kehidupan sehari-hari tetapi juga sebagai bekal anak untuk menghadapi tantangan hidup di masa depan. Penelitian ini bertujuan untuk mengetahui proses penerapan kurikulum berbasis kecakapan hidup dan untuk mengetahui bagaimana perkembangan aspek-aspek pada anak dengan diterapkannya kurikulum berbasis kecakapan hidup di TK Didaktika Uswatun Khasanah. Penelitian dilaksanakan pada tanggal 1 Januari sampai dengan 1 Februari 2023 di TK Didaktika Uswatun Khasanah, Desa Beji, Kecamatan Kedungbanteng, Kabupaten Banyumas. Metode penelitian yang digunakan adalah deskriptif kualitatif, dengan teknik pengumpulan data menggunakan teknik observasi, wawancara, dan dokumentasi. Kurikulum berbasis kecakapan hidup yang diterapkan di TK Didaktika Uswatun Khasanah bertujuan untuk mempersiapkan peserta didik yang memiliki sikap kemandirian dan mengasah kecerdasan jamak serta tanggung jawab sesuai dengan tahap perkembangan anak sehingga anak dapat menguasai kemampuan dasar sesuai dengan tahapan usia anak. Keberhasilan kurikulum berbasis kecakapan hidup ini merupakan hasil kerjasama antara siswa, guru, dan warga sekolah serta saling mendukung dalam melaksanakan program pembelajaran.

Kata Kunci: *kecakapan hidup, kurikulum, pengembangan*

Abstract

Life skills education must be taught from an early age, not only as a provision for children to live their daily lives but also to face future life challenges. This study aims to determine the process of implementing a life skills-based curriculum and to find out how the development of aspects in children with the application of a life skills-based curriculum at Didaktika Uswatun Khasanah Kindergarten. The research was conducted from January 1 to February 1, 2023, at Didaktika Uswatun Khasanah Kindergarten, Beji Village, Kedungbanteng District, Banyumas Regency. The research method used is descriptive qualitative, with data collection techniques using observation, interviews, and documentation techniques. The life skill-based curriculum implemented at Didaktika Uswatun Khasanah Kindergarten aims to prepare students who have an attitude of independence and hone plural intelligence and responsibility by the stage of child development so that children can master basic skills at the age stage of the child. The success of this life skills-based curriculum results from cooperation between students, teachers, and school community members and mutual support in implementing learning programs.

Keywords: *life skills, curriculum, development*

Introduction

Education at the kindergarten level is of particular concern, and this is because, at this level, some people still underestimate kindergarten education [1,2]. Some people think that children do not need to be sent to educational institutions or only enter their children without seeing the importance of education at the kindergarten level. Moreover, people, especially in underprivileged villages, are reluctant to send their children to school because they think it will increase the burden on the family [3]. This concerns us because kindergarten education will impact children's ability to optimize their potential [4,5].

In brain development, 80 percent will reach perfection until the child is eight years old; therefore, it is essential to provide stimulation and assistance in early childhood, both in the home environment, school environment, and community environment [6,7]. In addition, children should receive adequate educational services to develop their lives [8]. Kindergarten institutions aim to facilitate the total growth and development of children. Where in the implementation of the learning program emphasizes all aspects of child development, namely psychological and psychomotor values [9,10]. The activities at these educational institutions are carried out to develop the potential possessed by children to the fullest and prepare them for education at the next level.

The curriculum has a dominant role in achieving learner tasks [11]. From this, it can be seen that the curriculum is a set of plans that allow students to bring towards a better direction and assess until the change occurs in the development of students [12]. Educational institutions should carry out quality education and meet the needs of the Indonesian people;

therefore, educational institutions are a spearhead in terms of education because, in the implementation of education, many processes are carried out, such as planning, implementing, and evaluating learning programs, which in this case are listed in the curriculum at school [13].

Based on the current problems regarding education in Indonesia, where curriculum innovation needs to be done but still does not change the prevailing education system, the point is that it does not have to change the existing curriculum; what must be done is to anticipate the curriculum to emphasize further the potential of children and skills in facing various life problems. This is the opinion of [14], which states that curriculum development can be done by making education able to realize students who are skilled, knowledgeable, high self-confidence so that children can adapt to their environment, dare to fight various life challenges and equip students with knowledge and abilities that can be used in real life not focused on material that is only written without knowing its benefits in the real world [14]. Efforts that can be made are to develop life skills education.

Life skills education must be taught from an early age, not only as a provision for children to live their daily lives but also as a provision for children to face life's challenges in the future. This can be done by creating a curriculum for developing early childhood life skills. A life skill-based curriculum is a set of activities in the learning process in which there are a series of techniques such as designed, planned, programmed, and organized by educational institutions that are delivered to students to achieve the goals of education, which include facing life problems, finding problem-solving from a situation. So, this research aims to find out how the process of implementing a life skills-based curriculum and the

development of aspects in children with the implementation of the curriculum.

Methods

This research was conducted at Didaktika Uswatun Khasanah Kindergarten with fifteen students. The research was conducted at Didaktika Uswatun Khasanah Kindergarten, located at Jl. Candrawijaya No. 23 Gg. Mujaer, Beji Village, Kedungbanteng sub-district, Banyumas Regency. This research is a class action carried out on January 1-February 1, 2023. The research used descriptive qualitative research methods [15,16]. Qualitative research describes the results of research naturally with what it is. In this case, in the research process, researchers relate to principals, teachers, and students to get the data as it is. Data collection techniques in this research are interviews, observation, and documentation. Researchers conducted interviews with teachers, principals, and parents by asking questions without loading a list of questions; this was done to get the data as it is and in a more relaxed atmosphere. In addition, researchers also conducted observation activities, namely by observing students and the development of children at Didaktika Uswatun Khasanah Kindergarten. Furthermore, to perfect the data collection in this study, researchers used documentation techniques to collect data in the form of writings or images.

Result and Discussion

Based on the results of research that researchers have conducted through the process of interviews, observation, and documentation, it is found that the development of a life skills-based curriculum at Didaktika Uswatun Khasanah Kindergarten starts curriculum preparation from the process of compiling learning designs and learning objectives, in each learning program delivered to children the

teacher prepares life skills-based values in children such as independence and responsibility in children, but according to their developmental stage, so that children can master basic skills by the age stage of the student.

In the preparation of the learning program, the teacher works closely with the principal; this is to research conducted by [17] explaining that the correct type of teaching for children is a teacher- and student-centered learning, so from this, it can be said that the development of a life skill-based curriculum implemented at Didaktika Uswatun Khasanah Kindergarten is considered successful because there is synergy between students, teachers, and school residents and support each other in implementing the learning program.

Learning planning activities at Didaktika Uswatun Khasanah Kindergarten based on life skills prepare learning programs compiled based on the applicable curriculum. In addition, in implementing a life skills-based curriculum based on the research results, teachers must pay attention to the steps in preparing a life skills-based planning program by connecting vocational skills found in the school environment, so that students can gain direct experience. In connecting the planning program, the teacher connects the learning program with something relevant that occurs in the surrounding environment, adapts to developments in the surrounding environment, observes directly, and applies for contextual learning programs by utilizing natural materials.

The process of implementing learning in Didaktika Uswatun Khasanah Kindergarten is carried out by the principles of early childhood learning, namely in compiling a curriculum tailored to the implementation found in the field, namely through playing while learning and the teacher has a role as a facilitator and

evaluator. In managing this life skill-based curriculum, it is arranged in activities that aim to develop an independent attitude in children from an early age and hone students' intelligence potential. [18] states that teachers with high-quality teaching will produce students who excel. So it can be interpreted that the application of a life skill-based curriculum that aims to develop an independent attitude and develop children's plural intelligence can, of course, be developed simultaneously on the condition that it provides or entrusts education to qualified teachers. Therefore, Didaktika Uswatun Khasanah Kindergarten has planned this life skills curriculum by preparing qualified teachers who understand and have good life skills. This is known from the interviews with the principal, who explained that a severe selection must be made in recruiting teachers so that the education provided is not playing games.

Students can do, know and feel the benefits of living life, and then children become skilled and good habits for children at home or school. This is because, in the implementation stage, children take direct experience, not just listening or observing what is exemplified. There are several learning methods used by educators with the aim that children can receive information in a pleasant condition to learn about something and have a learning experience. Furthermore, the process that is no less important is the evaluation process. An evaluation must be carried out, which functions as a controller in the teaching and learning process. The evaluation process can produce information about the extent to which the child's ability has developed and the teacher's condition; evaluation is necessary for the quality of learning.

Life skill-based learning management at Didaktika Uswatun Khasanah Kindergarten is evaluated through three

essential stages. This is to the research of states [19,20] that improving children's learning achievement is strongly influenced by quality teachers. It can be said that the evaluation of the learning process carried out by teachers provides benefits for reporting the process and results of achievements in student development. Teachers carry out evaluations through three methods, namely the observation method or daily activity, checklist, and portfolio. The teacher uses the observation method or daily activity to implement daily evaluations. Teachers make observations on the development and attitudes of children in carrying out activities in the school environment, both in the learning program process and outside the learning process at school. This is agreed by [21] his research explains that developing a monitor and evaluation framework towards transformative change programs requires effective educational development in resilience initiatives and predicting their potential for success or lack thereof. In addition to the observation method or daily activity, there is also a checklist method in this method using a format in the form of a check mark on each indicator of development in children, with a scale that includes SD (still develop), D (develop), WD (well develop). The teacher carries out the checklist method once every quarter, and then the checklist results are submitted to the student's guardian. Then, the portfolio method is carried out the same as the checklist but in the form of a descriptive report of progress from the beginning to the end of the semester. The evaluation process of life skill-based education at Didaktika Uswatun Khasanah Kindergarten is carried out through several steps, namely: (a) identifying problems through curriculum synchronization and its implementation, the selection of (core competencies) and (essential competencies) must be adjusted

to the age of the child and the achievement of child development, (b) accompanying children in the teaching and learning process, (c) coordinating with parents. Using these three strategies is a way to overcome children who do not want to participate in the life skills education process. One effective way is involving student guardians in providing life skills education outside of school/home. The evaluation aims to measure whether a program can be successful or not and to see the extent of teacher performance in implementing life skills education. In addition, the evaluation also aims to see the extent to which students have successfully participated in the teaching and learning process. Then based on the interviews with parents of children, an explanation was obtained that developing a life skills-based curriculum is very influential on children's behaviour at home. Children become more independent, such as taking off and putting school clothes in place, keeping toys in place, and other independent activities. In addition, other abilities obtained from applying the life skills-based curriculum are children making friends quickly and children's social attitudes getting better.

Conclusion

The life skills-based curriculum implemented at Didaktika Uswatun Khasanah Kindergarten aims to prepare students who have an attitude of independence and hone plural intelligence and responsibility by the stage of child development so that children can master basic skills at the age stage of the child. The success of this life skill-based curriculum results from cooperation between students, teachers and the school community and mutual support in implementing the learning program.

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