

# IMPLEMENTATION OF LIFE SKILLS BASED EDUCATION IN PUBLIC HIGH SCHOOL 1 JANGKA BUYA, PIDIE JAYA REGENCY, ACEH PROVINCE

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**ABSTRACT:** The aim of this research is to analyze the implementation of life skills education in the Public High School 1 Jangka Buya high school. This type of research is descriptive research using a qualitative approach. The research informants consisted of school principals and teachers. Data collection techniques through observation, interviews and documentation. Data analysis uses data reduction, data display, data interpretation and drawing conclusions. The results of the research show that the implementation of strengthening life skills education at the Jangka Buya 1 State High School is classified as good. The implementation of strengthening life skills-based education carried out at the Jangka Buya 1 State High School includes aspects of personal skills, academic skills, social skills and vocational skills.

*Keywords: Implementation, Life Skills, Education*

## 1. INTRODUCTION

In the era of global competition, qualified and competent human resources are needed. Today's flow of information and exchange of information requires the ability to adapt to the needs and demands of the times in all areas of life. In general, relevant adjustments are needed before changes alter the fabric of life at the macro and micro levels. Adjustments are also needed in the education sector, where development and adjustments to the national education system must continue to be carried out continuously to respond to needs and developments that occur at the local, national and global levels. Challenges at the national level and from time to time in the world of education include: (1) Equal distribution of educational opportunities, (2) quality of education, (3) efficiency and (4) relevance [1].

Currently, development in Indonesia is more focused on the aspect of developing the quality of human resources. The aim is to realize continuity and sustainability of national development and to assume responsibility for nation development. One effort in this direction is to improve the quality of education according to pathways, levels and types of education which can ultimately complement each other. Its implementation can be carried out and carried out in the world of education which

occurs in synergy between the state, regional government and society [2]. This is in accordance with [3] which states that: "Based on the principle of diversity of educational units, regional potential and students, curricula are developed for all levels and types of education. Education does not only provide or change knowledge and skills, as well as tastes, culture or religion, but education must provide tools to students to solve the problems they face now and in the future. To improve education at the national level, national education quality standards are needed that include core competencies that must be mastered by students throughout Indonesia. By realizing education-based life skills that are adapted to the current curriculum, it is hoped that graduates can be prepared to become the nation's next generation who are qualified and able to adapt to the current global environment and competition [4].

The challenge of general education is not an isolated problem, but is related to the development of science and technology as well as other aspects of life, both economic, political and socio-cultural, therefore more reasonable education is needed through incorporation. with the current curriculum, which aims to enable participants to face life's challenges independently, intelligently, critically, rationally and creatively. While education is still delivered and guided by the national curriculum,

educational units are given the freedom to adapt the curriculum to local needs and understanding and the environment where the school is located. Quality education will produce quality graduates who meet the demands of the times and are able to survive in global competition. Therefore, the government has formulated a sustainable and flexible curriculum development policy that is in line with the needs of the times and that includes teaching skills or life skills for students [5], [6].

"The life skills education policy programmed by the Ministry of Education must attract the attention of various stakeholders, especially managers, supervisors and educational administration developers, as stated in Article 1 of the National Education System Law Number 2 of 1989." Education is an effort to prepare students for their roles in the future through leadership, teaching and/or educational activities." Teaching life skills is very necessary and very necessary for every student because it is expected that after secondary education they will at least have the tools. must be used in his life amidst today's competition. The competency referred to here is not only mastery of theoretical concepts and material from each lesson studied, but also life skills that must be mastered. And as we know, these life skills consist of two large groups, namely general life skills and specific life skills [4].

Jangka Buya State High School 1 is a public educational institution in Pidie Jaya Regency and feels the need to develop broader learning and strengthen students' skills to live a more dignified life. Considering the challenges of life in the global era and unequal employment opportunities, this has a negative impact on high school students, especially the public 1 Jangka Buya high school. A critical problem in education today is the inability of schools, especially public schools, to teach meaningful life skills to their students. Many school graduates are unemployed, this is a strong indication that our education system has not been able to develop an independent mindset and work ethic. Adapting the curriculum that focuses on life skills as an alternative to overcome the above problems. Life skills education aims to equip people with the knowledge and skills to change attitudes about work and entrepreneurship, to create jobs and companies and use their opportunities to improve the quality of their work. Welfare Life skills education is designed to guide, train and educate students so they are ready to face their future by taking advantage of existing opportunities and challenges [8].

It is important to offer life skills programs to high school students because not all graduates are willing and able to go to college. To overcome this problem, it is appropriate for schools to prepare their students with life-based education that is

empowering. Skills [3]. The results of the author's observations at the Jangka Buya State High School 1 show that all life skills-based learning indicators have not been implemented well or there are still obstacles in their implementation, such as; 1) Not all students realize that the opportunities that God has given are utilized well. 2). Not all students have the ability to research, find and process information for decision making. 3). Not all students will have the expected thinking abilities because students' thinking abilities vary, 4). Not all students can work together, understand each other, and respect each other. 5). Not all students can take all the specified subjects. 6). Not all students can identify problems and formulate concrete creative designs to demonstrate their ideas and satisfy their curiosity. The aim of this research is to elaborate on the implementation of life skills education at the public 1 Jangka Buya Senior High School, Pidie Jaya Regency, Aceh Province.

## 2. METHOD

This type of research is descriptive research using a qualitative approach [9], [10]. The key informants consisted of school principals, teachers at the public 1 Jangka Buya High School, Pidie Jaya Regency, Aceh Province. The technique for collecting informants uses snowball sampling technique. Data collection techniques through observation, interviews and documentation. The data analysis used is data reduction, data display, data interpretation, and drawing conclusions.

## 3. RESULTS AND DISCUSSION

Teaching life skills is considered very important for high school students so that they can face life's problems and find solutions or solutions that are good for them. Strengthening life skills teaching in its implementation is deemed necessary to increase understanding among students, so that they are aware of the talents and skills they can develop after graduating from school and apply them in everyday life [11]. So far, much of the learning in schools is still traditional, with teachers using the lecture method resulting in students being less active in learning and teachers being too controlling so that students do not understand the material given. which causes a decline in student achievement. Therefore, Jangka Buya State High School 1 is gradually trying to encourage every teacher to change the learning model from teacher centered to student centered in accordance with curriculum needs so that students understand and master each learning content. One effort is to offer schools that strengthen the teaching of life skills that are integrated with all subjects [12].

Teaching life skills is one of the contents of the curriculum by incorporating the uniqueness of the school in accordance with curriculum developments in schools [4]. The national curriculum content consists of several subjects determined by the center, while at the regional level the curriculum content must contain local content determined by each region, which must be taken into account so that the learning obtained is truly useful and beneficial. strong. used by participating students to be. Life skills are education that is able to provide skills that can be used in practice and are related to labor market needs, business opportunities and economic or industrial potential in society [5]. Life skills are the ability to behave in an adaptable and positive way, enabling a person to face life's challenges and demands effectively. This is in accordance with the statement [13] regarding life skills, namely the ability and courage to face life's problems proactively and creatively to seek and find solutions to problems. Strengthening Life Skills Education at Term Buya 1 State High School is carried out in accordance with Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System, life skills education is education that provides personal skills, social skills, intellectual skills and professional skills to be able to work or be entrepreneurial.

All aspects and indicators are then implemented in each subject, which is then evaluated to determine the results achieved by students from the learning carried out. Assessment is based on three areas of assessment, namely cognitive aspects/knowledge aspects, ability aspects and attitude aspects. With the help of evaluation, information is collected about student learning progress both related to the learning process and learning outcomes. This data collection technique is basically a way to assess student learning progress based on competency standards and basic competencies that can be achieved. Basic competencies are assessed through qualification performance indicators, which include one or more subsections. This indicator can be used to determine the right assessment. There are seven techniques available for this, namely: (1) performance appraisal, (2) job appraisal, (3) written appraisal, (4) project appraisal, (5) product appraisal, (6) use of portfolio, and (7) self-assessment.

Implementing life skills education requires a learning model that can unleash the potential of each student through knowledge, skills and attitudes. Apart from that, teachers should use different teaching methods in their teaching and learning activities so that students feel comfortable and are not pressured to participate in learning, because the Broad-Based Education Team defines

life skills as skills that a person wants to acquire, namely having the courage to face life and life's problems naturally and without pressure then proactively and creatively seek and find solutions to overcome them. Examples of methods used in learning activities include: application of group work/discussion methods, application of problem-based learning methods, experiential methods, project-based learning methods, group discussions. Life skills learning at the Jangka Buya 1 State Senior High School has been fully implemented in each department, meaning that life skills teaching materials through school learning are distributed to students by teachers who carry out the duties of each department. The principles for implementing life skills education are as follows: a) do not change the existing education system, do not change the existing curriculum, learning is based on the principles of four pillars, namely: getting to know each other, learning to be yourself, learning to do something, learning to achieve life together, contextual learning (connection with real life), utilizing the potential of the environment as a pedagogical tool towards healthy and quality living guidelines, expanding . insight and knowledge as well as to achieve a satisfactory standard of living [14]. The four aspects of life skills described above can be included in each subject specified in the curriculum structure, namely:

#### Religious Education

In the curriculum structure, religious education is included in the general group of subjects, in this case the time available is 3 hours a week. Competencies integrated in this course include personal skills, soft skills and academic skills. Examples of these activities are reading and writing the Koran, holding fardhu kifayah, recitation and Friday recitation.

#### Indonesian

The general group also includes Indonesian, which has 4 hours of study time a week. The skills that have been integrated in the implementation of teaching and learning activities so far are academic skills and professional skills, such as writing short stories, writing poetry, writing drama scripts and making proposals.

#### Biology

In the curriculum structure, biology is included in the subject group, with a time limit of 3 hours a week in class X and 4 hours in classes XI and XII. The skills applied include academic skills and professional skills such as grafting fruit trees, planting a school vegetable garden, and making compost.

## Chemistry

With a time commitment of 3 hours in class X and 4 hours in class XI

## Physics

As a group subject with 3 hours of lessons per week in class X and 4 hours of lessons in class XI and household electrical equipment.

## Mathematics

The curriculum structure provides 4 hours of mathematics lessons per week for each level. The competencies applied are academic skills and professional skills, such as an introduction to the use of everyday mathematical tools.

## English

The skills applied in 2 hours of lessons per week cover four aspects: personal, academic, social and professional skills. Examples of functions are the ability to speak/communicate in English, the ability to write in English.

### 1. Economy

Skills education that is applied in learning activities as a special group subject for the Social Sciences major and the cross-interest group for Natural Sciences is academic skills and professional skills, such as: financial reporting (balance sheet, profit and loss, changes), financial reports for the OSIS budget.

### 2. Skills and Entrepreneurship

As an applied scientific discipline that applies various areas of knowledge to solve practical problems directly. The time available is 2 hours per week and these hours can be combined with subjects from the departments of economics, physics, biology and chemistry whose content is related to these subjects. Traditionally, schools teach students skills such as how to make various handicrafts, teach various ways of processing food, and betel nut for weddings.

### 3. Arts and Culture

Producing craft works such as tie dyed, dance, and music and song.

### 4. Information Technology

Activities carried out include learning computer functions, using references and searching the web, as well as creating, saving and sharing material on Google Drive.

### 5. Physical education

Formation of school futsal, swimming and volleyball teams.

In implementing life skills education, there needs to be a learning model that develops the potential of each student through knowledge, skills and attitudes. Apart from that, in the process of implementing teaching and learning activities,

teachers should apply many different teaching methods so that students can feel happy, not follow learning as in the case of the Broad Based Education Team interpreting life skills. is a skill that people must have the will, dare to face life's problems and live naturally, without pressure, from which to explore and look for proactive and creative solutions, to finally be able to overcome them. The methods used in learning activities include:

#### 1. Applying group work/discussion methods

The group discussion method can be chosen and applied by teachers in teaching and learning activities to train and improve their communication and interaction skills with other students. Apart from that, applying this discussion method also teaches students to properly assess the strengths and weaknesses of group members.

#### 2. Application of the Problem Based Learning Method

The PBL method used in teaching and learning activities aims to teach students to be able to analyze and solve problems given or found in their environment. In choosing problems or cases, teachers can give students choices so that they are more sensitive in identifying and analyzing existing problems.

#### 3. Experimental Method

After being taught how to analyze a problem and then connect cause and effect, find a way out of existing problems, think according to facts and supported by theoretical studies, students are given the opportunity to carry out experiments or practice. This activity is expected to train academic skills and thinking skills according to the potential of each student.

#### 4. Project Based Learning Method.

After carrying out experimental activities, students are required to be able to produce a project. The project referred to here does not have to be high level, but can be simple, namely by producing a report which is then presented to other friends.

#### 5. Group Debate

Debate is carried out with the aim of training communication skills, expressing opinions, respecting other people's opinions, not forcing one's will, emotional control of each student.

## 4. CONCLUSION

The implementation of life skills education covering aspects of personal skills, academic skills, social skills and vocational skills at the Jangka Buya 1 State High School has been going well. The implementation of strengthening life skills-based education carried out at the Panjang Buya 1 State Senior High School includes aspects

of personal skills, academic skills, social skills and vocational skills carried out integrally in each subject and guided by the applicable curriculum structure, both national curriculum and local content. Strengthening life skills education is implemented by taking into account the potential that exists in students and adapting it to the resources available at school.

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