

Implementation Of Learning Program Life Skill at SD Negeri Tonala, Posigadan District, South Bolaang Mongondow Regency

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Abstract

The purpose of this study to (1) Transformation in learning Life Skill at SD Negeri Tonala, Posigadan District, South Bolaang Mongondow Regency. (2) Implementation of Learning Life Skill at SD Negeri Tonala, Posigadan District, South Bolaang Mongondow Regency. This research was conducted at SD Negeri Tonala, Posigadan District, South Bolaang Mongondow Regency, which has been established since 1979 and is accredited A. This research uses a qualitative descriptive approach with interview, observation, and documentation techniques. Data were collected from the principal, teachers, students, and parents to determine the implementation of life skill learning in schools.

The research results show (1) Transformation in learning Life Skill at SD Negeri Tonala, Posigadan District, South Bolaang Mongondow Regency, including through (a) Self-awareness (b) personality formation (c) independence. (2) Implementation of Learning Life Skill at SD Negeri Tonala, Posigadan District, South Bolaang Mongondow Regency, among others, through (a) personal skills (b) social skills (c) intellectual skills. Suggestions are expected to further improve the implementation of learning programs. Life Skill which is accompanied by the principal's efforts to improve Teacher competency in accordance with the demands of scientific and technological developments. Most importantly, teachers develop new methods and strategies in learning

Keywords: Learning Program and Life Skill



INTRODUCTION

The critical issue in education today is the fact that schools are less able to in still adequate competencies in the form of meaningful life skills for students. Many elementary school graduates drop out of school and are unable to continue to the next level, some are even unemployed. This reality invites serious thought, because junior high and high school graduates are basically not equipped with special skills to enter the workforce. While various other indicators show that the quality of education is one of the key factors in competitiveness between countries in the era of globalization.

On the other hand, the business world complains that graduates entering the workforce do not have good job readiness. This is relevant to UNESCO's (2021) view in the report *Reimagining our Futures Together: A New Social Contract for Education*, which emphasizes the need for education to be more adaptive in preparing future generations with life competencies that include cognitive, social, emotional, and entrepreneurial skills. The demand for improving the quality of education must be taken seriously, because lagging behind in education will cause two major problems, namely ignorance and poverty.

One of the factors of the high unemployment rate of formal education graduates is the low level of vocational skills and generic mental readiness to enter the world of work or entrepreneurship. The concept of life skills has long been a concern in curriculum development. Tyler (1947) and Taba (1962) stated that life skills should be part of the focus of learning. This theory is strengthened by the approach 21st Century Skills (Trilling & Fadel, 2009) which is still relevant today, especially in developing critical thinking skills, collaboration, communication, and creativity. This is also reflected in the Independent Curriculum (Ministry of Education, Culture, Research and Technology, 2022) which emphasizes strengthening the profile of Pancasila students through contextual and transformative project-based learning.

The success of curriculum implementation is largely determined by the role of teachers and principals as learning leaders. Teachers are required to prepare lesson plans that support the achievement of life skills, as well as provide space for students to actively build knowledge. This is in line with the approach student-centered learning which is encouraged in various recent studies (Boud & Above, 2020; OECD, 2023), that effective learning occurs when students are given the opportunity to explore, discuss, and actively participate.

However, in practice, the education system in Indonesia still tends to be too theoretical and has not optimally instilled an independent attitude and work ethic. Life skill education should be implemented not only in schools, but also through social and environmental interactions. Lack



of understanding of life skill learning management can increase students' uncertainty in facing life's challenges, which ultimately has an impact on social stability.

Schools as the spearhead of education must be able to develop alternative education services that are oriented towards life skills. Through learning based on active learning and experiential learning (Kolb, 2015; Alghamdi, 2021), students can be trained with various skills that form a positive mentality and superior character.

Based on the results of the researcher's initial observations at SD Negeri Tonala, this school has implemented learning based on religious values through academic and non-academic activities such as congregational prayer and memorization of short surahs. However, problems were found in the development of life skills that were not optimal, especially in personal, social, academic, and vocational skills. The lack of application of educational management principles (planning, implementation, and evaluation) in the life skills program causes the potential of students not to develop optimally. In fact, if life skills are developed with a comprehensive approach based on character, graduates will have better life readiness, including the ability to open their own jobs.

Based on the research context above, the researcher intends that the aim of the research is to analyze the transformation in life skills learning at SD Negeri Tonala, Posigadan District, South Bolaang Mongondow Regency. (2) Implementation of Learning Life Skill at SD Negeri Tonala, Posigadan District, South Bolaang Mongondow Regency to analyze the Implementation of Learning Life Skill at SD Negeri Tonala, Posigadan District, South Bolaang Mongondow Regency with sub-focus (1) personal skills (2) social skills (3) intellectual skills

RESEARCH METHODS

This research was conducted at SD Negeri Tonala, Posigadan District, South Bolaang Mongondow Regency, for approximately 5 months. The approach used was descriptive qualitative with interview, observation, and documentation techniques. The researcher was present directly to obtain data on learning and extracurricular activities that reflected the implementation of the life skill program. Data were obtained from the principal, teachers, students, and parents purposively. There are 12 teachers at this school. Data analysis was carried out descriptively to describe field findings based on observation, interviews, and documentation



RESULTS AND DISCUSSION**Research result**

Transformation of values is a process of forming awareness in students in everyday life. Increasing faith and piety to Allah SWT which has been accustomed in the school environment and family environment is carried out by every parent in the family.

a) Cultivation of self-awareness

Through the habituation of students in everyday student interactions, for example through character building in various subjects, in this case character building can train how to instill self-awareness towards others and friends around them which are integrated through curricular and extracurricular activities. Students receive subjects from 07.30 to 02.00

b). Personality Formation

Personality formation is through habituation and practice of dhuha prayer, congregational prayer, dhikr, throwing garbage in its place and on time, those who are late are given sanctions. With the aim that students form time discipline, are able to control lust, maintain themselves from deviant behavior, develop feelings of self-esteem and are able to respect others, and are able to adapt to the environment.

c) Independence

The formation of independence needs to be instilled in students so that they can have independence in themselves to become responsible individuals through instilling life skill Students are carried out in various activities including: scouting activities, arts, and sports and under the guidance of teachers with the aim of forming student independence. When they have left elementary school, they can form their behavior in the midst of society. Based on the findings and discussions in the study on the transformation of values based on learning life skill can be explained through the concept diagram below.

Table: Learning Transformation Life skill at SD Negeri Tonal

	Cultivation of self-awareness traits a) Polite attitude towards fellow friends b) Communicate with teachers. Between students and students. Principal and students c) Habits outside the classroom through dhuha prayer. Congregational prayer. Dhikr. Memorizing short letters	
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Transformation value based learning Life Skill at Tonaa State Elementary School	Personality formation - The formation of the attitude of students to be a person of faith and piety - Forming time discipline - Maintain self from deviant behavior - Appreciate others and) Throw garbage in its place	Optimization through habituation in daily interactions. And train students to instill the trait of self-patience
	Training independence - Scouting activities - Art activities - Sports activities	

The application of learning aims to provide knowledge and skills to students so that they have the ability to overcome and solve various problems they face independently.

a) Skills Personal skill

Learning based on life skill is a habit that is carried out in schools in forming the character of students in accordance with one of the visions and missions of our school, especially the formation of students who are faithful, pious and have noble character. And teachers as role models in daily habits. The transformation of these values through 3 activities, namely extracurricular, co-curricular and extracurricular activities. Intra activities before starting lessons, students are accustomed to saying hello and praying before starting lessons.

b) Skills Social skills

Social skills are the ability to create good social relationships with friends and community members, so that students are able to develop their aspirations and present themselves, respect each other, and be independent. Social skills are acquired by students through the learning process and extracurricular activities such as: cooperation skills, mutual cooperation, helping each other. and communication skills, both verbal and written communication skills such as listening skills, ability to convey ideas, courage to express opinions, cooperation are carried out in activities in the classroom through the learning process using group learning or discussion or outside the classroom through sports, scouting, and arts activities.



c) Skills Intellectual skills

The development of intellectual skills, namely the ability of students to memorize short letters, congregational prayer is a development life skill students. Communication skills and intellectual skills through group discussion activities, students are able to develop ideas, express opinions, creative thinking skills are able to find solutions to problems and all of that has been developed in the curriculum, namely the ability to memorize. Intellectual skills can be formed in students every day, teachers can remind them to apply such as character formation that is accustomed to in schools such as independent learning values that are applied can train and guide students to become creative students in carrying out tasks. tasks given by teachers, both individual and group tasks

Table: Diagram of Implementation of Problem-Based Learning Life Skill at SD Negeri Tonalá

	Personal skills skill a) Forming the character of students b) The formation of students who believe in piety and have noble character c) Emulating daily habits d) Greetings and prayers	
Implementation of problem-based learning life skill at SD Negeri Tonalá	Social skills skill a) Creating good social relationships with friends and community members b) Mutual respect c) Communicate well. Both verbally and in writing. d) Collaboration Skills - mutual aid. Please help	Optimizing self-development through problem-based learning life skill at SD Negeri Tonalá
	Intellectual abilities skill a) Students' ability to memorize short letters b) Performing congregational prayers	



DISCUSSION

The framework for strengthening life skills-based education is ideally carried out sequentially as follows. First, input is identified from research results, value choices and expert assumptions about applicable real-life values. Second, the input is then used as material for developing life skills competencies. The life skills competencies in question must demonstrate the ability, capability and skills to maintain survival and development in a world full of change. Third, the curriculum is developed based on the life skills competencies that have been formulated. This means that what must, should, and what may be taught to students is arranged based on the competencies that have been developed. Fourth, the implementation of life skills education needs to be carried out precisely so that the life skills-based curriculum can be implemented carefully. Things that are needed in the implementation of education life skill or life skills such as educational personnel (teachers). learning approach-strategy-method. educational media, facilities, learning places and learning duration, must be ready. Fifth, the evaluation of skills education needs to be made based on the life skills competencies that have been formulated in the second step. Because learning evaluations are arranged based on competencies, the assessment of student learning achievement is not only with pencil and paper tests, but also with performance tests and even with authentic evaluations (Assen, 2009:7).

Transformation in Problem-Based Learning Life skill among others (1) instilling self-awareness, (2) personality formation, (3) formation of independence. Increasing students' faith and piety towards Allah SWT which has been accustomed to in the family environment is carried out by every parent in the family. Schools function to develop faith and piety in students through curricular and co-curricular activities such as: instilling Islamic values as a guide to life, adjusting students' mentality, namely being able to adapt to the environment, improving students' selves such as correcting students' mistakes in understanding and experiences that have been faced by students, teaching about general and functional knowledge, channelling students' talents in the fields of sports, arts and others.

The instillation of self-awareness in SD Negeri Tonala is carried out through the process of forming self-awareness of students through instilling religious values both through activities in the classroom and outside the classroom, for example, humility is characterized by polite, gentle and simple attitudes through daily habits of students both through conversations in the classroom in the learning process and outside the classroom through activities such as performing congregational prayers, students are trained how to communicate between teachers and students, between students and students. Meanwhile, SD Negeri Tonaa is also carried out through



the habituation of students in daily student interactions, for example through character building of students in various subjects in this case character building can train students how to instill self-awareness towards others or friends around them which are integrated through curricular and extracurricular activities.

Personality Formation at SD Negeri Tonala, namely by forming the personality of students has been integrated into all subjects but more specifically in religious subjects and PKN so that students can actualize through habituation and practice in the daily lives and relationships of students. In each material, it is not just knowledge that is taught but in terms of forming the attitude of the personality of students so that they become faithful and pious people. Meanwhile, with the formation of the personality of students at school, namely through habituation and practice of dhuha prayer, congregational prayer, memorization of short letters with the aim that students maintain themselves from deviant behavior, develop feelings of self-esteem and are able to respect others, and can adapt to the environment like this we do for learning life skill.

Independence at SD Negeri Tonala is through the formation of student independence through instilling life skill various activities are carried out including: scouting activities, arts, sports and organizations, all carried out by students under the guidance of teachers with the aim of forming student independence when they leave school and can shape their behavior in the midst of society.

The results of this study are in accordance with the opinion of Asen (2009: 6) who stated that the introduction of life skills to students is not to replace the curriculum, but to reorient the current curriculum so that it can truly reflect real life values. So, life skills education is an effort to bridge the gap between the curriculum and the demands of real life, and not to overhaul it. Adjustments to the curriculum to the demands of life need to be made considering that the curriculum is indeed designed as a gem of a lesson that is not necessarily in accordance with the demands of real life which are generally complete. In addition, life has the characteristic of changing, so it is only natural that the curriculum needs to be brought closer to real life.

Implementation of learning life skills the ability to behave adaptively and positively that can enable a person to effectively resolve daily needs and challenges. Or the skills that a person has to be ready to face life and livelihood problems naturally without feeling stressed. Application of learning Life Skill at SD Negeri Tonala: (1) skills personal skill, (2) skills social skill, (3) skills intellectual skill. Through learning development life skill creative student behavior is formed. In accordance with the Ministry of National Education 2003, in general, life skills (life skill) consist of life skills of a nature generic (Generic skill) namely skills that are needed by anyone, whatever their



profession and whatever their age, and life skills specific (Skill Specific) namely life skills needed by people who pursue their profession. Thus, life skills related to School are conscious and planned efforts to create a learning atmosphere and learning process so that students can actively develop their potential for personal skills, social skills, intellectual skills and vocational skills to work on their own. Supported by relevant research.

Intan Lestika Research Desi Ariani (2016) with the title of research on learning management based on life skill, BA Aisyiyah Jombor. The study used a qualitative method. The results of the study showed that there were 4 steps in the process of preparing learning based on life skill namely (1) compiling a draft of learning objectives life skill, (b) preparing students to prepare for the learning process, (3) conducting apperception with discussions and questions and answers about the material being taught, (4) the teacher provides an overview of the learning outcomes that have been achieved.

Life skills education has also been developed in schools. The existence of schools as educational institutions that grow and develop in the community environment causes many graduates to be unable to continue their education to a higher level, due to various factors. This reality is what has encouraged schools from the beginning to develop a pattern of education based on life skills (life skills). This result refers to the opinion of Sudjana (2004: 34) is: Environmental elements that support or encourage the implementation of non-formal education programs. These elements include the family environment, social environment such as friends, social groups and so on, and the alarm environment includes biotic and abiotic and artificial resources. Then the regional environment, national environment and international environment. For example, policies, employment/business, relations between countries". If referring to the opinion above. then the author concludes that the student's family, environmental conditions in the school, social and natural conditions around are quite supportive for the creation of a learning atmosphere for the development of student independence. Learning in schools does not fully use a participatory approach, especially in learning planning, because not all learning processes must involve students. However, for students who are adults because they have experience, have self-concepts, readiness to learn, orientation towards learning so that they are involved in learning planning

CONCLUSION

Based on the presentation of data and findings in research on the Implementation of Learning Programs life skill it can be concluded that the transformation of learning is based on life



skill at SD Negeri Tonalá, among others, through; (1) instilling self-awareness through extracurricular activities. Co-curricular activities. Extracurricular activities, for example in the classroom are marked by a humble attitude, politeness, gentleness and outside the classroom such as congregational prayers, Dhuha prayers and memorizing short letters (2) personality formation, namely it has been integrated into all subjects but more specifically in PPKN and Religion subjects so that students can actualize through habituation and practice in the lives and relationships of students (3) independence, namely through extracurricular activities in order to develop student independence through the ability to develop creative and responsible skill potential in solving problems. Implementation of learning Life Skill at SD Negeri Tonalá through; (1) skills personal skill namely the ability to develop life skills (life skill) through the education and training process so that students can develop their skills according to their talents and potential (2) skills social skills namely the ability to create social relationships and adapt to the social environment (3) skills intellectual skills namely the ability to think critically. Creative and able to develop ideas and express opinions

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