

Study on Curriculum Management Implementation Life Proficiency Based (Life Skills)

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ABSTRACT

This study aims to analyze the life skills curriculum management of students at SD IT Al-Fitrah Binjai, starting from the planning, implementation, and evaluation processes. This research is a quantitative descriptive study, taking the research location at SD IT Al-Fitrah Binjai. Data collection techniques using observation, interviews, and documentation. The results showed that: (1) planning life skills curriculum management, including determining skills education to be implemented, conducting socialization, determining objectives, distributing questionnaires, determining implementation time, selected skills education curriculum, preparing facilities and infrastructure; (2) the implementation of the development of the lifeskill program for students is divided into four main things, namely reorientation of learning by integrating life skill programs through curricular, extracurricular and intracurricular activities; (3) evaluation of the education program is in accordance with the target vision, mission and objectives are evaluated per semester by the entire teacher board together with the head of the madrasah and year evaluation carried out by the head of the madrasah, the madrasah committee results that the application of life skills-based curriculum in primary schools has not been optimally implemented. It is concluded that the application of life skills-based curriculum in primary schools has not been optimally implemented, due to the low level of teachers' understanding of the implementation of life skills-based curriculum.

Keywords: *Curriculum Management, Life Skills*

1. INTRODUCTION

Educational management is the art and science of managing educational resources to create an atmosphere of learning and the learning process, so that students actively develop their potential to have religious spirituality, self-control, personality, intelligence, noble morals and skills needed by themselves, society, the nation and Country. Management in education is needed as an effort to anticipate changes in the global order followed by advances in science and information technology. With such rapid changes, there needs to be continuous improvement in the field of education, so that education output can compete in the era of globalization along with advances in science and information technology. This competition can only be won if the educational institution is committed to its efforts to maintain the quality of education in its management. The quality of the education system can be measured, among others, by looking at the teaching and learning process.

Quantitative improvement in the quality of education has not been followed by an increase in the quality of education that is commensurate. As a result, various educational inequalities have emerged in the community, including the most prominent one is the imbalance between the quality of education output and the qualifications of the workforce needed and the imbalance in the quality of education between villages and cities. Besides that, in the world of education there are also two other problems that cannot be separated from the problems of education that have been mentioned above. First, education tends to be a means of social stratification and secondly, the school system education only transfers what is called the dead knowledge to students, namely knowledge that is too textbook in nature, so that education is not relevant to the development and life in society.

Various efforts have been made to improve the quality of education, including through various training and improvement of teacher competence, procurement of books and learning tools, improvement of educational

facilities and infrastructure and improvement of the quality of education management. However, various indicators of the quality of education have not shown significant improvement. The lack of success in education is also indicated by the dissatisfaction of the community as graduate users with the quality of educational output.

Education as mentioned above, is a process that is carried out in a planned manner to develop its potential in terms of religion, self-control, maturity of personality, intelligence, noble morals and provision of them with various skills that will be needed in their lives, both in individual life and in society, as well as in the life of the nation and state.

Furthermore, the Ministry of National Education of the Republic of Indonesia in 2003, Article 3 also explains that: National Education functions to develop capabilities and shape the character and civilization of the nation with dignity in order to educate the nation's life, so that people who believe and fear God Almighty, have noble character, are healthy, knowledgeable, competent, creative, independent and a democratic and responsible citizen.

From the article above, it can be seen that in fact life skills education is not something new in our education, but what is new is the awareness that life skills-oriented education needs to be continuously increased in intensity and effectiveness. Based on this, of course improvements in the world of education are directed at developing life skills which are realized through the achievement of student competencies, so that students are ultimately able to face and overcome life and life problems faced proactively and creatively in order to find solutions.

In this regard, Mulyasa (2003: 179) says that students must be equipped with various abilities in accordance with the demands of the times and the ongoing reforms, in order to answer the challenges of globalization, contribute to community development and social welfare, flexible, and adaptive to various changes. Thus, education is expected to provide knowledge and skills to students as a provision to engage in society. The introduction of life skills education at all types and levels of education is basically driven by the assumption that the relevance of education to real life is less closely related. The gap between the two is considered wide, both in quantity and quality.

In an increasingly advanced and complex life, efforts are made to attempt to explain some of the problems of life scientifically. Education has also begun to metamorphose into formal and scientific fields are translated into subjects in schools. Even so, the real purpose of education remains, namely that students are able to solve and overcome life problems faced, in a better and faster way, because they have been scientifically explained. So still, even the "spirit" of

education is to develop the life skills of students, so that education is basically Life Skills Education.

The concept of life skills is one focus of analysis in the implementation of educational curriculum management that emphasizes life skills. In other words, life skills are a continuum of knowledge and abilities needed by a person to function independently in everyday life (Anwar, 2006: 20). Education that is oriented towards life skills does not change the existing education system and also does not reduce education. only as a work exercise. Education that is oriented towards life skills, in fact, provides opportunities for every student to acquire skills or expertise that can be used as a source of livelihood.

Based on the results of observations on daily educational practices at SD IT Al-Fitrah Binjai, it shows that education is focused so that students master the information contained in the subject matter and then evaluate how far the mastery is achieved by students. How the teaching material is related to everyday life and how this material can be used to solve life's problems, this still lacks attention. Education seems to be separated from everyday life, as if education for education or education is not related to everyday life. Therefore, students do not know what benefits are learned and until graduation they often do not know how to use what they have learned in everyday life.

From the initial study conducted by researchers at SD IT Al-Fitrah Binjai, it has implemented its curriculum management by organizing a life skills education program. The results of the evaluation of the implementation of the Life Skills Education Program obtained by the author show that the implementation begins with the results that some students have not been able to apply what has been taught in school. Teachers still have difficulty instilling the competencies required in the pattern of implementing the Life Skills education program. So that there are still teachers who do not include life skills education programs in their lesson preparation plans.

From the description of the problems above, related to the implementation of curriculum management in schools, especially when the curriculum is prepared by each education unit, a study is needed to study the implementation of curriculum management which can optimally improve students' life skills. Researchers limit the basic things to know, namely how to plan, implement, and evaluate the Life Skill education program at SD IT Al-Fitrah Binjai.

2. THEORY STUDY

2.1 Life Skills

Life skills are the abilities a person has to be able to live. Life skills are skills that a person has to want to live

and dare to face the problems of life and life naturally without feeling depressed, then proactively and creatively seek and find solutions so that they are finally able to overcome them. As for what is meant by life skills in Indonesian is the term life skills. The meaning of skill is the ability or ability (Rusman, 2012: 133).

Anwar (2006: 54) argues that life skills are the abilities needed to interact and adapt to other people or the environmental community where there are, including decision-making skills, problem solving, critical thinking, creative thinking, effective communication, building interpersonal relationships, self-awareness, empathy, overcoming emotions, and overcoming stress. is a part of education. Mawardi (2012: 287) defines life skills as continuous knowledge and abilities needed by a person to function independently in life.

Life skills education according to Law No. 20 of 2003 concerning the National Education System is a part of non-formal education. This can be found in Article 26 Paragraph 3, which reads: "Nonformal education includes life skills education, early childhood education, youth education, women's empowerment education, literacy education, skills education and work training, equality education, and other education aimed at developing the abilities of students." Another explanation is the explanation of Law No. 20 of 2003 Article 26 paragraph 3 concerning life skills education which reads "Life skills education (life skills) is education that provides personal skills, social skills, intellectual skills, and vocational skills for work or independent efforts".

From the opinion of these experts, it is concluded that life skills are skills education that can practically equip students in overcoming various kinds of life problems. These skills are in the form of providing skills and knowledge that can be used in everyday life. Life skills education is an important element that a person must have in order to live independently.

2.2 Curriculum Management

Curriculum management is the whole process of joint efforts to facilitate the achievement of learning objectives with an emphasis on improving the quality of teaching and learning interactions. Curriculum management emphasizes a productivity-oriented curriculum system, where the curriculum is student-oriented, the curriculum is made so that it can make students can achieve the objectives of learning outcomes. The curriculum is an effort to manage, organize, and manage the subject devices to be taught at educational institutions as guidelines for implementing learning activities to achieve certain educational goals.

The management process in the curriculum is very important so that the implementation of education can run and can accurately achieve its goals. Curriculum management is a system of coordinative, comprehensive, systemic, and systematic curriculum management in

order to achieve curriculum goals (Rusman, 2012: 3). The autonomy given to educational institutions or madrasas in managing the curriculum independently by prioritizing the needs and achievement of targets in the vision and mission of educational institutions or madrasah does not neglect established national policies. According to Mulyasa (2012: 40) curriculum management is an activity that includes planning, implementing and evaluating the curriculum. This view only emphasizes three aspects, while the organizational aspects of the curriculum are not explicitly explained in the definition. According to Nasution (2003: 135) curriculum organization is a pattern or form of learning material that will be delivered to students.

Curriculum management in schools includes planning, implementation and evaluation activities that aim to make all learning activities carried out effectively and efficiently in the world of education (Rohit, 2010: 22). Curriculum management discusses the organization of existing resources in schools so that curriculum management activities can be carried out effectively and efficiently.

Based on the above, it is concluded that curriculum management is a process that involves other people, to manage devices in an educational institution, in order to achieve good goals and be carried out continuously. In this research, curriculum management includes planning, implementation and evaluation activities

2.3 Implementation of Life Skill Based Curriculum Management

Sholeh Hidayat (2013: 158) explains that curriculum implementation is how to teach the messages in the curriculum to students in order to produce graduates who have a set of competencies according to the characteristics and abilities of each student. Mulyasa (2013: 99) explains that curriculum implementation is the actualization of the curriculum in learning and the formation of competence and character of students.

National education has the function of developing the ability and shaping dignified national civilization in order to educate the nation's life. National education aims to develop the potential of educators to become human beings who have faith and respect to the Almighty God, have a noble character, are independent, healthy, knowledgeable, capable and responsible, democratic. Therefore, making Indonesians as graduates of formal education should have the following characteristics or profiles: a) growth of faith and faith in God Almighty, b) growing in attitude and ethics (polite, courteous and civilized), c) growing good intelligence (being educated, able to be intelligent, able to be socially responsible, able to be responsive) can compete), e) growing awareness to protect the basic environment (Mulyasa, 2013: 21).

Based on the above definition, it is concluded that curriculum implementation is an application of ideas, concepts, and policies from the curriculum in a learning activity, so that students master a certain set of competencies. The implementation of the curriculum will lead to the implementation of learning, namely how to make the curriculum content mastered by students properly and optimally. In this case, the teacher's task in implementing the curriculum is to condition and facilitate the learning environment so that it can facilitate student learning, so that students are able to interact with the external environment and change behavior. Implementation of life skills-based education in primary schools is carried out through analyzing the life skills curriculum management of participants students at SD IT Al-Fitrah Binjai, starting from the planning, implementation, and evaluation processes.

3. METHOD

This study uses descriptive research with a quantitative approach. This research method was chosen to obtain a clear and real picture of the implementation of this life skill-based curriculum.

3.1 Subjects and Objects of Research

The subjects of this study were teachers and principals of SD IT Al-Fitrah Binjai. The research instruments used in this study were a questionnaire and a list of interviews. While some data collection techniques were carried out with the following objectives: interviewing techniques and questionnaire distribution were used to obtain data from both teachers and students about the difficulties faced, the learning resources used, and the perceived results and all matters related to the implementation of curriculum management starting from the process. planning, implementation, and evaluation.

3.2 Data analysis technique

The data analysis method used in this study was quantitative descriptive analysis. The data obtained in this study were carried out in a quantitative way. Data originating from documentation is processed by means of documentation analysis. Data or information from the field obtained through questionnaires and observations is described using quantitative analysis through descriptive statistics to be selected and classified based on their importance.

3.3 Research result

Curriculum management implementation data in learning planning at SD IT Al-Fitrah Binjai measured through a questionnaire, using a modified Likert scale with a score of 1 to 4 and distributed to 10 respondents. The data from the distributed questionnaire obtained a mean price of 73.82; the middle value (median) of 69; mode (modes) of 66 and 90; the lowest value is 60; the highest value is 90; and a range of 30.

The results showed that in the trend of implementing curriculum management in learning planning there were 3 teachers (30%) who were in the fully implemented category, 5 teachers (50%) were in the mostly implemented category, 2 teachers (20%) were in the category of a small part of it was implemented and there are no teachers who are in the category not implemented.

In more detail, teachers do not understand how to implement life skills-based curriculum management. This can be seen in making syllabus and lesson plans based on life skills. so that there are several steps that are not taken in compiling a life skill-based learning plan.

In this study, the data were analyzed based on the implementation of curriculum management on the implementation of tailored learning plans, namely regarding the preparation of RPP by the teacher.

4. RESULT AND DISCUSSION

Curriculum management implementation data in learning planning at SD IT Al-Fitrah Binjai is measured through a questionnaire, using a modified Likert scale with a score of 1 to 4 and distributed to 10 respondents. The data from the distributed questionnaire obtained a mean price of 73.82; the middle value (median) of 69; mode (modes) of 66 and 90; the lowest value is 60; the highest value is 90; and a range of 30. The results showed that in the tendency of implementing curriculum management in learning planning there were 3 teachers (30%) who were in the fully implemented category, 5 teachers (50%) were in the category of mostly implemented, 2 teachers (20%) were in the category of a small proportion it was implemented and there were no teachers who were in the category not yet implemented.

Curriculum management implementation data in the implementation of learning at SD IT Al-Fitrah Binjai is measured through a questionnaire, using a modified Likert scale with a score of 1 to 4 and distributed to 10 respondents. Data from the distributed questionnaire obtained a mean price of 48.56; the middle value (median) of 44; mode (mode) of 46; standard deviation of 5.23; the lowest value is 39; and the highest score of 68.

Evaluation of the education program is in accordance with the target vision, mission objectives are evaluated per semester by the entire teacher board together with the head of the madrasah and year evaluation is carried out by the head of the madrasah, the madrasah committee results that the application of life skills-based curriculum in primary schools has not been optimally implemented. It was concluded that based on data in the field, it was found that the application of life skills-based curricula in primary schools was not optimally implemented, due to the low level of teachers' understanding of the implementation of life skills-based curricula.

Based on the results of the study, it was found that in general the teachers did not comprehensively understand what and how the life skill-based curriculum was implemented. So that there are still confusion felt by teachers in implementing the curriculum if we trace the concept of curriculum based on life skills. So logically we can believe that the implementation of the competency-based curriculum at that time can be successfully implemented. This can be seen from the concept of a life skills-based curriculum, which is a curriculum that is implemented in accordance with regional potential and regional characteristics. Students are brought in to acquire a number of knowledge, attitudes, and skills about something related to the potential of the area they have, so that the meaning of the learning process carried out is based on students' life experiences at home and in society. In addition, by implementing a life skill-based curriculum, students can get to know the potential of their area more closely.

So far, in implementing the curriculum in schools, we see that schools and teachers don't seem to want to be bothered. When there are changes, there are innovations in curriculum development and curriculum implementation in schools, the school has never implemented a comprehensive curriculum. The teacher only knows the outside, never wants to go into detail. Even though as a curriculum implementer, a teacher is obliged to know the direction of the objectives of implementing the curriculum. In relation to the Education Unit Level Curriculum, a curriculum based on life skills can provide answers to the principles of a diversified curriculum in implementation. The implementation of learning carried out to implement a life skill-based curriculum can be done in four ways, namely: (a) reorientation of learning, (b) developing school culture, (c) management of education, and (d) synergistic relationships with the community

Implementation of curriculum management should place the development of student creativity more than mastery of the material. In this connection, students are placed as subjects in learning. Communication in multi-directional learning should be developed, so that through cognitive learning can develop students' thinking abilities not only mastery of the material. In addition, learning to think should be developed by emphasizing student activities to seek understanding of objects, analyze and reconstruct, so that new knowledge is formed in students. Learning is not just transferring or providing information, but rather creating an environment that allows students to think critically and form meaningful knowledge.

How to utilize the potential of the school / community in implementing life skills-based learning in general, involves actively the role of the community, identifying its potentials, optimizing the existence of the school committee. The role of school management in supporting the implementation of life skills-based learning supports

by providing facilities; also infrastructure, although still minimal or less than ideal, providing motivation and inspiration, giving teachers freedom to be creative; provide motivation; help facilities and infrastructure. The relationship between schools and the community so that the implementation of learning patterns based on life skills should be carried out by supporting each other with good supporting capacity; protect each other in order to create a meaningful, integrated education through good relationship so that students understand the geographical and religious conditions of the area around the school.

5. CONCLUSION

Based on the results obtained from research on planning, implementation, and evaluation. In general, the conclusion from the results of this study is that the implementation of curriculum management based on life skills has been carried out by the teacher, although in its implementation there are still many weaknesses and deficiencies that occur in its implementation. In fact, there are still some teachers who do not understand what and how a life skill-based curriculum is. This shows that the information received by teachers is unequal about a policy or even the implementation of a learning model. The results showed that: (1) planning life skills curriculum management, including determining skills education to be implemented, conducting socialization, determining objectives, distributing questionnaires, determining implementation time, selected skills education curriculum, preparing facilities and infrastructure; (2) the implementation of the development of the lifeskill program for students is divided into four main things, namely reorientation of learning by integrating life skill programs through curricular, extracurricular and intracurricular activities; (3) evaluation of the education program whether it is in accordance with the target vision, mission and objectives evaluated per semester is carried out by the entire teacher board together with the head of the madrasah and the year evaluation is carried out by the head of the madrasah, the madrasah committee results that the application of life skills-based curriculum in primary schools has not been optimally implemented.

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