

Implementation of Life Skills-Based Education

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Abstract— This study aims to increase teacher awareness about the importance of life skills education. The method used is descriptive analysis through documentation study. The results of the study indicate that the teacher must act as subject matter. In addition, the teacher functions as a facilitator who focuses on discovering students' abilities to obtain the competencies that have been programmed and teachers must actively realize the development of school culture and the success of school management policies and be able to establish synergistic relationships with the community to improve the quality of learning.

Keywords— education, life skills, teacher's role

I. INTRODUCTION

Efforts to improve the quality of education in Indonesia have been carried out for a long time. In each GBHN and REPELITA it is always stated that improving quality is one of the development priorities in the field of education. Various innovations and educational programs have also been implemented, including improving the curriculum, procuring textbooks and other reference books, improving the quality of teachers and other education personnel through various trainings and improving their educational qualifications, improving education management, and procuring other facilities. However, various indicators show that the quality of education has not significantly improved. Many complain that graduates who enter the world of work do not have good job readiness. Problems that are also starting to arise now are junior and senior high school graduates in rural areas, because it is difficult to find work, while helping their parents as farmers work in the fields feels ashamed.

A study by Blazely, et al (1997) in the Ministry of National Education (2002) reported that learning in schools tends to be very theoretical and not related to the environment in which children are located. From international comparisons, the quality of education in Indonesia based on UNESCO 2011 data is ranked 69th out of 127 countries. In 2012 it was ranked 64th out of 120 countries, and in 2013 it rose three places to 121 out of 185 countries. Judging from the scores achieved by 15-year-old (SMP) students in reading, math, and science, Indonesia is one of the countries with the lowest rankings. This affects the achievement of the quality of education according to the Program for International Study Assessment (PISA) survey in 2012.

Based on this, it becomes a logical thing if the education that has been running so far needs to be reoriented, namely education oriented to life skills (Life Skills), so that with this reorientation it is able to provide alternative education program services that are able to provide life skills for students.

II. ANALYSIS

The Ministry of National Education's Broad Base Education team formulated that the purpose of life skills education is to actualize the potential of students so that they can solve the problems they face. Provide opportunities for schools to develop flexible learning, in accordance with the principles of broad-based education. Life skills are the ability and courage to face life's problems, then proactively and reactively, seek and find solutions to overcome them. Life skills are educational orientations that synergize subjects into life skills that are needed by a person wherever he is. Life skills are broader than skills for work, let alone just manual skills.

Life skills can be divided into five, namely:

1. Self-awareness, which is often also called personal skill. These capabilities include; (1) self-appreciation as a creature of God Almighty, community members and citizens, (2) realizing and being grateful for the advantages and disadvantages that they have while making them as capital in improving themselves as individuals who are beneficial to themselves and their environment.

2. The ability to think rationally (thinking skill). These skills include; (1) the ability to explore and find information, (2) the ability to process information and make decisions, (3) the ability to solve problems creatively.

3. Social Skills (social skills). These skills include; (a) communication skills with empathy, (b) cooperative skills. Empathy, an understanding attitude and the art of two-way communication, need to be emphasized because communicating is not just conveying a message, but the content and arrival of the message accompanied by a good message, will foster a harmonious impression.

4. Academic skills (academic skills). Often called the ability to think scientifically (scientific method), includes among others identifying variables, formulating hypotheses, and carrying out research.

5. Vocational skills. Often also called vocational skills, meaning that skills are associated with certain fields of work in society.era.

Strategy for the Implementation of Life Skills-Based Education

The Broad Base Education team (2002: 83) stated that implementing life skills-oriented education could be through:

- a) learning reorientation by paying attention to life skills by being integrated into subjects);
- b) development of school culture;
- c) school management;
- d) synergistic relationship with the community.

The teacher's role in developing life skills has a very large portion in determining its success, especially creativity in reorienting learning to deliver subject matter with a variety of teaching methods that are able to grow life skills. Rudy Prihantoro (2004) stated that competency-based education demands a different teacher role from the application based on subject matter. The teacher is not teacher centered in his role, but the active role of students is student centered in the application of competency-based curriculum.

The function and role of the teacher is to be a companion or facilitator in the learning process that focuses on discovering students' self-ability to get the competencies that have been programmed. The teacher becomes the controller for students on the competencies they have mastered. Teachers who are at the forefront of education play an irreplaceable role.

In an effort to develop life skills for students, besides the creativity of teachers in reorienting learning, it also requires teachers to actively realize the development of school culture and the success of school management policies and be able to establish synergistic relationships with the community to improve the quality of learning. With the active involvement of teachers in efforts to develop life skills through these four methods, it is expected to be able to improve the quality of education and the competitiveness of the nation. It is important to note that Life Skills must be developed intentionally and programmed.

III. CONCLUSION

The teacher's role in developing life skills has a very large portion in determining its success, especially creativity in carrying out learning activities to deliver subject matter with a variety of teaching methods that are able to grow life skills. The teacher must act as the subject matter. The teacher is not teacher centered in his role, but the active role of students is student centered in the application of competency-based curriculum.

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