

# Life Skills Education through School-Based Management to Achieve National Education Goals

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## ABSTRACT

*This research examines life skills education implemented by schools with a school-based management approach to achieve national education goals. The purpose of this research is to know life skills education, school-based management and national education goals, as well as its application in the review of education management science. This research is descriptive qualitative because the data studied is not numerical. The results of this study are life skills education is education in education units based on the local wisdom of education units, so that students get provisions for life in accordance with what is in their environment, school-based management is management autonomy that authorizes schools to develop local curriculum based on needs, the purpose of education in accordance with the national education system law is to educate the nation's life. The application of life skills education through school-based management is a system of policy independence by schools in conducting input, process, and output of students in accordance with the objectives of the institution to provide life skills to students according to their needs.*

**Keywords:** *Life Skills Education, School-Based Management, National Education Goals*

## **A. INTRODUCTION**

Life skills education provides basic provisions and training that is done correctly to students about the values of life that are needed and useful for developing students' lives. Thus, life skill education must reflect real life in the teaching process so that students acquire these life skills and are ready to live in the midst of society. While the implementation of life skills education is varied and adapted to the conditions of the child and his environment, but has the same general principles. The following are the general principles of life skills education, especially those related to education policy in Indonesia, (1) Not changing the prevailing education system, (2) Not necessarily by changing the curriculum, but what is needed is the investigation of the curriculum to be oriented and integrated to the development of life skills, (3) The nation's socio-religious ethics can be integrated in the educational process, (4) Learning uses the principles of learning to know, learning to do, learning to be, and learning to live together (Akhlis, 2011)

Based on the explanation above, the researcher understands that school education does not only equip academic knowledge because the educational paradigm is fundamental; namely the cultivation of the values of love for the nation does not necessarily always focus on achievement results but also the character of the nation and the life skills of students (Arrohmatan, 2019). The researcher considers this topic interesting to study, and for that, the researcher wrote a study titled Life Skills Education Through School-Based Management to Achieve National Education Goals. Intending to know some definitions of life skills education, but also know how to implement life skills education through school-based management to achieve National Education Goals.

## **B. LITERATURE REVIEW**

### **School-based management (*MBS*)**

Article 51 of Indonesian Law No. 20/2003 on the National Education System explains that the management of early childhood education units, primary education, and secondary education is carried out based on minimum service standards with the principle of school/madrasah-based management (Republik Indonesia, 2009).

With the enactment of the regional autonomy law, DEPDIKNAS adjusted its approach to education management from center-based management to school-based management. School-based management has characteristics that need to be understood by schools that will implement it. In other words, if schools want to be successful in implementing SBM, then some of the characteristics of SBM need to be studied and understood well. Discussing the

characteristics of SBM cannot be separated from the characteristics of effective schools. If SBM is considered as the container/frame, then effective schools are the contents. Therefore, the characteristics of SBM contain elements of effective schools that are categorized into inputs, processes, and outputs. Educational input is everything that must be available because it is needed for a process to take place. These are resources and software as well as expectations that guide the process. Resource inputs include human resources (principals, teachers, counselors, employees, students) and other resources (equipment, supplies, money, materials, and so on). The process is changing "something" into "something else". Something that affects the process is called input, while something from the process is called output. In the education organization in schools, what is meant by the educational process includes four things: 1) The decision-making process. 2) Institutional management process. 3) Program management process. 4) The teaching and learning process. Educational output is the school achievement produced by the learning and management process. School output can be measured by school performance which consists of: (1) Effectiveness; (2) Quality; (3) Productivity; (4) Efficiency; (5) Innovation; (6) Quality of working life; and (7) Morale (Hamid, 2018).

### **Life Skill Education**

Regarding the definition of life skills education or life skills education, there are differences of opinion, but the essence remains the same. Life Skills or life skills are a continuum of knowledge and abilities a person needs to be independent in life (Saryono, 2020). Another opinion states that life skills are skills needed to work in addition to skills in the academic field (Harijati, 2020). Meanwhile, the DEPDIKNAS Broad Base Education team defines life skills as skills possessed by a person to be brave and willing to face all life problems actively and proactively to solve them (Broad Base Education, 2008). Roesminingsih defines life skills as the ability, ability and skills needed by someone to live a life with pleasure and happiness. These skills include all aspects of human behavioral attitudes as provisions for running their lives (Roesminingsih, 2020). From some of these definitions, researchers understand that life skills are skills that must be possessed by someone in order to be happy in life.

### **Functions and Objectives of National Education**

Article 3 of Law No. 20/2003 on the National Education System states that the functions and objectives of education in Indonesia are as follows: (1) National education functions to develop abilities and shape the character and civilization of a dignified nation in

order to educate the nation's life, (2) National education aims to develop the potential of students to become human beings who: Believing and fearing God Almighty, Learners can distinguish things that can and should not be done from an early age, Have noble character, Form the character of learners from an early age, Healthy Form healthy learners, both physically and mentally, Knowledgeable, In learning, a curriculum is established, the process is also a standard of achievement to achieve learning objectives so that it is hoped that students have the knowledge to live life, Capable, In a study, students are expected to be capable / able to write and read so that students are able to understand and convey what they have learned, Creative, Learners are expected to be creative / able to create something new in the learning environment, for example with interesting learning, discussions and presentations by developing individual creativity, Independent, Become a person who can stand alone and not depend on others, Democratic citizens, Citizens who have a democratic nature where their behavior reflects as citizens of a democratic country, Responsible, Become a person who dares to bear or bear the consequences of all his behavior and actions (Republik Indonesia, 2009).

### **C. METHOD**

This type of research is reviewed, descriptive, and based on a non-empirical design (Apriyanto, Dalman, & Santoso, 2020; Kusuma & Apriyanto, 2018). Information is collected through secondary sources, namely books, articles, journals, electronic sources, and other related theories. This review summarizes and synthesizes research findings on the selected topic and has been completed by previous authors (Palmatier, Houston, & Hulland, 2018). This research is descriptive research through a historical approach, an analysis that systematically, factually, and accurately describes a phenomenon and its characteristics (Nassaji, 2015). This research uses a non-empirical design called theoretical research (Moen & Middelthon, 2015), which is not based on empirical evidence such as quantitative or qualitative data but is still based on facts (Fidelis, 2017). The author collected several articles related to school-based management and life skills education in this study.

### **D. DISCUSSION**

#### **Philosophical and Juridical Foundations of Life Skills Education**

Humans can exist in their lives because of the educational process results. The educational process is carried out consciously or unconsciously, intentionally or unintentionally, which is certain that everyone will experience the educational process.

Because education takes place at any time, wherever it is, both children and adults and parents all experience the educational process because, naturally, everyone will always learn from the environment where he is.

Philosophically, education is defined as the process of acquiring useful learning experiences for students so that they are ready to be used to solve the life problems they face. Education is also the result of a transaction between humans and the environment, a process of giving and taking. Education is a process through which humans develop and create the skills necessary to change and improve the conditions of humanity and its environment. Historically, education has existed since humans existed on Earth. When the system of life is still simple, parents educate their children, or children learn from their parents or the surrounding environment. The juridical foundation of Life Skill Education refers to the Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System. In article I, paragraph (1) explains education is a conscious and planned effort to create a teaching atmosphere and learning process. So that students actively develop their potential to have the strength of religious, spiritual strength, self-control, personality, intelligence, noble character and skills needed by themselves, society, nation and state (Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, 2003).

So in the end, the purpose of education is to help students to be able to improve and develop themselves as individuals and members of society in real life. Thus subjects, courses or training subjects must be understood as a tool, not an objective in achieving educational goals. The intention is as a tool to develop students' potential, so that in time students will be able to actualize themselves and be ready to face all the problems of life and solve them. Therefore, each subject must be directed towards achieving educational goals by equipping students with problem-solving skills.

### **Life Skills Education as an Effort to Achieve National Education Goals**

Normatively, national education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the nation's life, while the purpose of Indonesian national education is to develop the potential of students to become human beings who are faithful and devoted to God Almighty, have noble morals, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens. Based on these objectives, the role and function, as well as the task of school education and out-of-school education, is to prepare students to be able to: (1) develop life as a person, (2) develop a social life, (3) develop a life for the state and nation, (4) prepare

students to follow higher education. Consequently, what is taught must display the full figure of these four abilities.

To answer the above challenges, life skills education emerges as an alternative and an effort to realize the goals of national education. To achieve the goals of national education, efforts are needed to bridge students with conditions and realities in real life. The current curriculum or the Merdeka Curriculum (KM) is indeed an effort to bridge it, but it needs to be improved in its proximity to real-life values. If so, the question is whether the current curriculum or the Merdeka Curriculum (KM) is in accordance with or has reflected today's real life? To answer this question, an in-depth study of the existing curriculum and the values of a moral life is needed. The gap between the two (curriculum and real-life demands) is an additional enrichment that needs to be integrated into the curriculum so that the current curriculum can truly reflect the values and demands in students' real life. Introducing life skills to learners is not to replace the curriculum, but to reorient the current curriculum to reflect the values of real life truly. So life skills education is an effort to bridge the gap between the curriculum and real life's demands, not to overhaul it. Curriculum adjustments to the demands of life need to be made, considering that the curriculum is designed with subject gems that are not necessarily in accordance with the demands of real life, which are generally intact. In addition, life has the characteristic to change, so it is natural that the curriculum needs to be brought closer to real life.

In this view, the Life Skills curriculum is a moving target, not a stationary one. In a real sense, life skills education requires adjustments from a supply-driven approach to a demand-driven. In the supply-driven approach, what is taught tends to emphasize school-based learning, which is not necessarily fully in accordance with the real-life values faced by students. In the demand-driven approach, what is taught to students reflects the real-life values they face, making it more oriented towards life skill-based learning.

Thus, the framework for developing life skills-based education should ideally be taken in the following sequence: First, input is identified from research results, value choices and experts' conjectures about the prevailing real-life values. Second, the input is then used as material to develop life skills competencies. The life skills competencies in question must demonstrate the ability, capability and skills to maintain their survival and development in a world that is filled with changes.

Third, the curriculum is developed based on life skills competencies that have been formulated. This means that what should, should and might be taught to learners is organized based on the competencies developed. Fourth, life skills education needs to be implemented

precisely so that the life skills-based curriculum can be implemented carefully. Things that are needed in organizing life skill education or life skills such as education personnel (teachers), approaches-strategies-methods of learning, 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 formulated in the second step. Because the learning evaluation is prepared based on competencies, the assessment of students' learning achievements is not only with a written test with a test paper and stationery (pencil and paper test), but also with a performance test and even with authentic evaluation (Akhlis, 2011).

### **Objectives of Life Skills Education**

The purpose of life skills education (life skills) according to the Broad Base Education Team of the Ministry of Education that the purpose of life skills education is to: (1) Actualize the potential of students so that they can solve the problems they face, (2) Provide opportunities for schools to develop flexible learning, in accordance with the principles of broad-based education, (3) Utilization of resources in the school environment, by providing opportunities for utilization of resources in the community, in accordance with the principles of school-based management, (4) Developing the human potential of learners to face their future roles, (5) Charging flexible learning and utilizing the potential of human resources in the community with the principles of School-Based Management (MBS), (6) Equipping learners with life skills as independent individuals (Broad Base Education, 2008). While Life Skill Orientation is Subjects are considered tools, not goals, and are directly related to environmental conditions and potential. Learning is designed to improve process skills. Integrated and contextual learning between theory and the reality of everyday life. Learning evaluation is carried out in the form of: work, action tests, and observation with problem-solving, including performance, behavior, honesty and discipline tests (not just written tests).

### **Expected Outcome**

The expectations to be achieved in the application of life skill education among these expectations are: First, after receiving life skill education, students have inner quality assets, attitudes and actions that are ready to face future developments. Second, students have insight into career development, so they are able to choose, enter, compete and advance in the world of work. Third, learners can survive in their independence and learn without guidance. Fourth, learners have a level of independence, openness, cooperation and accountability that becomes their mental attitude so that they are able to live happily in the midst of the times. Fifth, students have the ability to solve problems faced in their lives. The expected benefits of

life skill education are two, the first is the benefit for the learner's person, while the second is the benefit for the environment where the learner is or for the wider community. The benefits for personal learners include life skills education can improve the quality of thinking, the quality of the heart and physical quality. For the community, life skills education can improve advanced and civilized life with indicators: increasing social welfare, reducing destructive behavior to reduce social problems and developing a society that is harmoniously able to integrate religious values, theory, solidarity, economy, power, and art, or taste (Roesminingsih, 2020).

#### **E. CONCLUSION**

This research concludes that life skills education is education in education units based on the local wisdom of education units so that students get provisions for life according to their environment. School-based management is the autonomy that authorizes schools to develop local curricula based on needs. The purpose of education in accordance with the national education system law is to educate the nation's life. The application of life skills education through school-based management is a system of policy independence by schools in conducting input, process, and output of students in accordance with the objectives of the institution to provide life skills to students according to their needs.



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