

# The Essential of Life Skills in the Basic Education Subject Learning in Higher Education

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**Abstract:-** This research aims to arrange the learning model with the perspective of life skill in every Basic Education Subject (MKDK) so as to make the graduates have the qualified life skill ability. The learning model is started from the syllabus, RMP, and the implementation of Education Basic Course based on life skills in Teaching-Learning Stage for Genre-based Approach. The method employed in this study was Research and Development. The data were collected through observation, in-depth interview, and the study of document and policy. The data validity was maintained using source, method, investigator and theory triangulation. Meanwhile, the data analysis sequentially used SWOT analysis, interactive, and implementative analysis.

The research results show that:

- All of the Basic Education Subject contains the coverage of life skill, while the implementation of learning and evaluation process remain focusing on the development of academic and vocational ability (hard skills) yet the development aspect of life skill component is excluded. In implementing Basic Skill Learning Outcome (CP-KK), each course uses the learning method and various assignment which also contains the complex life skills.
- The analysis result of RMP and MKDK shows that the use of learning method either the learning approach, strategy, or technique has various approaches. The approach is more based on academic and vocational competencies, yet there is no cross-curriculum competency (social and personal competency). The stages to give the chance for the students to have the learning experience through individual activity, in-pair, and in group are four stages, encompassing:
  - Building knowledge of field,
  - Modelling,
  - Joint construction,
  - Independent construction.

The used learning model is active learning which concerns more on student oriented learning and multi model for each stage based on the character of the main discussion and the expected competency. Nevertheless, the implementation stage has not shown the stage in particular, sustainable, and consistent to build those four lifeskills (social, personality, vocational, and academic competency) simultaneously. The learning model has not been implicitly mentioned either in

syllabus or RMP, such as problem-based learning, cooperative learning, collaborative learning, project-based learning, contextual instruction, small group discussion, simulation, discovery learning, or directed learning.

**Keywords:-** Learning, Basic Education Subject, Life Skills.

## I. INTRODUCTION

The National Association of Colleges and Employee (NACE, 2002) survey in Sucipto (2009) states that there are 19 abilities needed in the labor market. The interesting thing about the survey is the achievement index as one manifestation of academic ability that comes from the performance value of higher education institutions is in the 16th position. While the order of 1 to 7 is occupied by life skills abilities, such as; communication, integrity, cooperation, interpersonal, work ethic, initiative and adaptation. The government through decree number 19 of 2005 has responded to the importance of life skills for students. Article 13 states that life skills education must be included in the curriculum, which includes personal, social, academic and vocational skills. This means that higher education is not only pursuing mere knowledge but also developing certain skills, attitudes, and values that can be reflected in real life. Given the facts in life today show; 1) changes in community life as a result of technological developments and social environments that have narrowed the opportunity to develop social skills and personality and; 2) adjustment to life competition (both personal life and work life) requires mastery of hard skills and soft skills (Ramdhani, 2008).

While data from the Central Statistics Agency (CSA or BPS) show that in August 2015, unemployment rates for undergraduate reached 6.40 percent of the 7.56 million people meaning that there was emptied skill in graduated students that could not meet the demands of the workforce. Dwi (2016) mentions one of the causes, lack of life skills. This is reinforced by the statement of the Minister of Manpower, M. Hanif Dhakiri, who assesses the number of teachers who are oriented towards the ability of mastering science and technology to work. What are some of the skills of life skills in seeking work?

Some universities in implementing the article number 13 are still halfway through. At the level of curriculum and syllabus compilation, most have included the development of hard skills and soft skills, but at the level of implementation of the learning process many have not been able to carry out well. The learning process tends to

emphasize aspects of knowledge and few skills, while aspects of life skills are not included. The result of the team's review of the curriculum and syllabus at Faculty of Teaching Training and Education Muhammadiyah University of Surakarta shows that all courses have included the scope of life skills, but at the level of implementation in the learning process and their evaluation still focused on developing academic or vocational skills, they have not included aspects of life skills development. Based on the description above the research problem focuses on "How to develop a Basic Education Subject (BES) Learning Model Based on Life skills with Teaching-Learning Stages For A Genre-Based Approach? The focus of this research is then detailed in three years. In Year I, it focuses on identifying and analyzing Syllabus and RMP as well as analyzing the implementation of life skills-based BES in Faculty of Teaching Training and Education of Muhammadiyah University of Surakarta.

The innovation targeted in this study is to contribute to the development of basic education subject teaching-learning models that support national education goals, for instance to form a complete human being through life skills-based learning-oriented education. Application of life skills learning models from research results that are very beneficial for education at the Faculty of Teacher Training and Education in creating complete graduates.

World Health Organization (WHO) defines life skills as "the ability for adaptive and positive behavior that can be able to deal effectively with the demand and call for every day life". Life skills are the ability of a person to behave positively and adaptively that can be used effectively to deal with the demands and challenges of

survival. UNICEF emphasizes that 'life is a behavior change behavior or attitude development approach designed to address the balance of three areas: knowledge, attitude, and skills. Life skills are considered as an approach to behavior change or development aimed at forming a person who has a balance between mastering science, life attitudes and skills.

Associated with life skills perspective learning, basically is an effort to empower human beings with all the competencies they have to carry out positive activities to improve the quality of life better (Asmani, 2010: 34). Marwiyah (2012) explains life skills will have broad meaning when learning activities that is designed to have a positive impact on students in helping to solve their life problems, as well as to overcome life and life problems proactively and reactively to find the right solution. To achieve it, the principles of broad-based education are not only oriented to academic or vocational fields, but also provide provision of learning how to learn as well as learning how to unlearn, not only learning theory, but also practicing to solve problems of everyday life (Bentley, 2008 in Asmani, 2010: 37).

This research develops a life skills perspective model from Bentley (2000), which will be implemented in the learning of Basic Education Subjects (BES) related to the scientific basis of the art of teaching covering the Philosophy of Education, Curriculum and Material Development, Psychology of Education / Student Development, Management of Education / Professional Education and Education Personnel and Guidance and Counseling Subjects. In detail, it is described in the form of the following schematics:

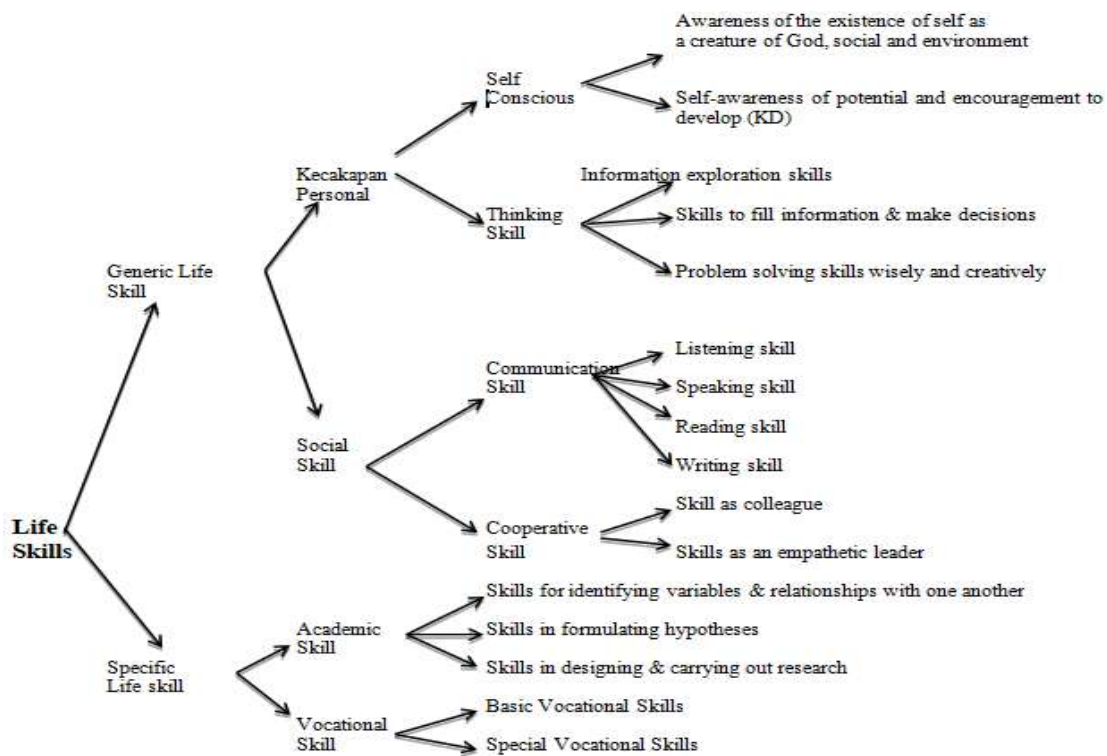


Fig 1

Teaching-Learning Stages for A Genre-Based Approach is a learning approach based on various steps, widely used for skills formation, so it is appropriate to be adopted for learning that will help students master life skills, emphasizing skills mastery and socio-cultural application ( Hendricks, P. 2010).

This approach is more competency-based, such as achieving academic, vocational and competency competencies across curriculum which are social and personal competencies. Four stages to provide opportunities for students to gain learning experience through individual activities, in pairs, or in groups, among others: Building knowledge of fields, gradually students are invited to build an understanding of what is learned and the things associated with it. Modeling, students will find it easier to understand something if they are introduced to things that already exist or are similar to models to build their understanding of something. Joint construction, to speed up mastery of what is learned, students carry out various activities in large, small or in pairs groups to gain experience from others. Independent construction, strengthens understanding and skills through individual learning experiences.

The learning model that can be used is an active learning model that emphasizes student-oriented, and multi-model for each stage, according to the character of the subject matter and expected competencies. So that in a gradual, sustainable, and consistent manner it can develop simultaneously the four components of life skills, those are social, personality, vocational and academic competencies. The learning models include: problem-based learning, cooperative learning, collaborative learning, project-based learning, contextual instruction, small group discussion, simulation, discovery learning, and directed learning.

As mandated by Republic of Indonesia Law No. 20 of 2003 that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual powers, self-control, personality, intelligence, noble character and skills needed by themselves, society, nation and state. It is appropriate for the education process of the Basic Education Subject (BES) to be more oriented to life skills-based learning, no longer based on a supply-driven approach. In the supply-driven approach, what is taught tends to emphasize on school-based learning which is not necessarily fully in accordance with the real-life values faced by students. A suitable approach is a demand-driven approach, what is taught is a reflection of real life values faced by students and will be taught through Teaching-Learning Stage for Genre-Based Approach.

## II. METHODOLOGY

The type of research used is the type of Research and Development, that is research process used to develop and validate research products (Borg & Gall, 1989: 782). This research was conducted in three stages, including (1) conducting research and research and information collection, such as conducting field studies and literature studies to obtain basic research data by identifying and analyzing syllabus and RMP as well as conducting learning Basic Education Subject (BES) is based on life skills. (2) developing preliminary form of model (3) drafting syllabus, RMP and Basic Education Subject learning based on implemented life skills in the Teaching-Learning Stage for Genre-Based Approach. The end of this research is the compilation of a life skills based Basic Education Learning model implemented in the Teaching-Learning Stage for Genre-Based Approach, to further disseminate and implement it in learning.

## III. RESULT AND DISCUSSION

### A. Identification and analysis of syllabus and RMP on basic skills based on life skills.

#### ➤ Analysis of Syllabus Basic Education Subjects based on Life Skills

The results of the study on the curriculum and syllabus of the Basic Education Subject show that all courses contain the scope of life skills, but at the level of implementation in the learning process and evaluation as contained in the syllabus are still focused on developing academic or vocational skills, not fully incorporating the development aspect life skills.

In implementing the Special Skills Learning Outcomes (*Capaian Pembelajaran Ketrampilan Khusus* or CP-KK), each Basic Education Subject (BES) uses learning methods and assignment forms that vary greatly, but have a fairly complex life skills content, meaning that the life skills content can be selected and placed on each basic educational subject is in accordance with the Special Skills Learning Outcomes prioritized, so that life skills have an important meaning in learning Basic Education Subject. The content of life skills in each of the Basic Education Subject can be shown as stated in the syllabus in the following table,

Subject	<i>Life skills Content</i>		Skills in formulating hypotheses (KK) Skills in designing & carrying out research (KA) Basic Vocational Skills (KV)
<b>Phylosophy of Education</b> 103402/2 / 2 credits	Awareness of the existence of self as a creature of God, social and environment (KD) Self-awareness of potential and encouragement to develop (KD) Information exploration skills (KBr) Skills to fill information & make decisions (KBr) Problem solving skills wisely and creatively (KBr) Listening skills (KK) Speaking skills (KK) Reading skills (KK) Writing skills (KK) Skills as a colleague (KBk) Skills as an empathetic leader (KBr)		
<b>Management of Education</b> 302302/2/2 credits	Awareness of existence as a creature of God, social and environment (KD) Self-awareness of potential and encouragement to develop (KD) Personal skills (KP). Information exploration skills (KBr) Information processing and decision making skills intelligently (KBr) Problem solving in wise and creative skills. (KBr) Listening skills (KK) Speaking skills (KK) Reading skills (KK) Writing skills (KK) Skills as a colleague (KBk) Skills as an empathetic leader (KBk) Skills for identifying variables & relationships with one another (KA) Skills in formulating hypotheses (KA) Skills in designing & carrying out research (KA) Basic Vocational Skills (KV) Special Vocational Skills (KV)	<b>Counseling</b> 303307/2 credits	Awareness of existence as a creature of God, social and environment (KD) Self-awareness of potential and encouragement to develop (KD). Information exploration skills (KBr) Skills in processing information & making decisions intelligently (KBr) Problem solving skills wisely and creatively. (KBr) Listening skills (KK) Speaking skills (KK) Reading skills (KK) Writing skills (KK) Skills as a colleague (KBk) Skills as an empathetic leader (KBk) Skills for identifying variables & relationships with one another (KA) Skills in formulating hypotheses (KA) Skills in designing & carrying out research (KA) Basic Vocational Skills (KV) Special Vocational Skills (KV)
<b>Curriculum and Material Development</b> 302303/2 credits	Special Vocational Skills (KV) Awareness of existence as a creature of God, social and environmental (KD) Self-awareness of potential and encouragement to develop (KD) Information exploration skills (KBr) Skills in processing information & making decisions intelligently (KBr) Problem solving skills wisely and creatively. (KBr) Listening skills (KK) Speaking skills (KK) Reading skills (KK) Writing skills (KK) Skills as a colleague (KBk) Skills as an empathetic leader (KBk) Skills for identifying variables & relationships with one another (KA)	<b>Psychology of Education</b> 303308/2 credits	Speaking skills (KK) Reading skills (KK) Writing skills (KK) Skills as a colleague (KBk) Skills as an empathetic leader (KBk) Skills for identifying variables & relationships with one another (KA) Skills in formulating hypotheses (KA) Skills in designing & carrying out research (KA) Basic Vocational Skills (KV) Special Vocational Skills (KV) Awareness of existence as a creature of God, social and environmental (KD) Awareness of potential and encouragement to develop (KD) Information exploration skills (KBr) Skill in processing information & making decisions intelligently (KBr) Wisdom and creative problem solving skills (KBr) Listening skills (KK)

Table 1:- Source: Syllabus 5 (five) Basic Education Subject of Faculty of Teaching Training and Education UMS is processed



Note:

KD: Self Awareness (Personal Skills / Generic Life Skills)  
 KBr: Thinking Skills (Personal Skills / Generic Life Skills)  
 KK: Communication Skills (Social Skills / Generic Life Skills)  
 KBk: Collaborative Skills (Social Skills / Generic Life Skills)  
 KA: Academic Skills (Specific Life Skills)  
 KV: Vocational Skills (Specific Life Skills)

➤ *RMP Analysis of Life Skills-based Basic Education Subjects*

The results of the RMP analysis on the Basic Education Subject showed that the use of learning methods both approaches, strategies and learning techniques used a varied approach. A more competency-based approach, such as to achieve academic, vocational and competency across curriculum that were social and personal competencies. Stages to provide opportunities for students to gain learning experience were done through individual activities, in pairs, or in groups through four stages which include: the first stage, through the Building knowledge of fields, students were gradually invited to build an understanding of what was learned and things associated with it. In the second stage, through Modeling, students were introduced to things that already existed or were similar to models to build their understanding of something. Third, Joint contracting, to accelerate mastery of what was learned, students were given the opportunity to carry out various activities in groups both large, small and / or in pairs, this was done to gain experience from others. While the fourth stage was through Independent construction, where students were given the opportunity to strengthen their understanding and skills through individual learning experiences.

The learning model used in BES was an active learning model that emphasized student-oriented and multi-model for each stage, according to the character of the subject matter and expected competencies. However, the implementation of the stages had not shown any specific, sustainable, and consistent stages to simultaneously develop the four components of life skills (social, personality, vocational and academic competencies). Learning models had not been specifically or implicitly mentioned in the learning model, for example: problem-based learning, cooperative learning, collaborative learning, project-based learning, contextual instruction, small group discussion, simulation, discovery learning, or directed learning.

Based on the RMP analysis of Basic Education Subject Skills based on Life Skills, it can be stated that, each subject in implementing Subject Learning Outcomes (CPMK) was carried out through indicators, while conveying teaching material was carried out using different methods of learning that were both approaches, strategies and techniques. From the results of the RMPMKDK analysis it can be stated that the Learning Methods (approaches, strategies, techniques) chosen by most subjects include:

(1) Constructivist, (2) Cooperative Learning individual models, (3) reviewing concepts and discussing problems, (4) reviewing and discussing various elements and functions based on expert opinion, (5) reviewing components, (6) reviewing and discussing concepts and applications, (7) make observations, (8) explain and review the material, (9) question and answer, (10) group discussions, (11) demonstrations, (12) group and individual assignments, (13) lectures, (14) discussions class, (15) paper presentations, (16) methods: Active learning, Strategy: reading guiding strategy, (17) Methods: discussion, Approach: Active learning, strategy: Problem Based Introduction, (18) method: discussion, Approach: Active learning, strategy: Snowball Throwing, (19) method: discussion, Approach: Active learning, strategy: learning starts with a question, (20) method: discussion, Approach: Active learning, strategy: reading guiding strategy; (21) method: discussion, approach: Active learning, strategy: everyone is here teacher strategy, (22) method: assignment, approach: Active learning, strategy: everyone is a teacher here strategy; (23) method: discussion, approach: Active learning, strategy: rule playing, (24) methods: discussion, Approach: Active learning, strategy: jigsaw, and (25) method: discussion, approach: Active learning, strategy: Student Teams Achievement Division (STAD).

The learning approach used by each subject was based on various steps and oriented towards the formation of skills, so that most subjects led to learning that helped students master life skills, because they emphasized mastery of skills and application in socio-cultural. This means that the learning approach must be oriented to the formation of skills through various steps, because it can help students master life skills, so life skills have an important meaning in learning.

➤ *Identification of the implementation of life skills based Education Basic Learning courses.*

The implementation of educational models with perspective skills was implemented in the subject groups of Basic Education Subject related to the scientific basis of education (scientific basis of the e-learning) can be presented as follows, (1) The learning model had not fully used active learning models that emphasized student Oriented, and in the learning process multi-model for the learning stage, so that the direction of learning objectives had not led to the expected subject characteristics and competencies, but in terms of developing life skills-based learning almost all major courses had carried out lifeskill-based learning related to Specific Life Skills, including academic skills and vocational skills. So it is necessary to develop a learning model that had a life skills perspective and had a broader principle of education that was not only oriented to skills academic (identifying variables and relationships, formulating hypotheses and skills for designing and carrying out research) or vocational skills (basic and special vocational skills) only. (2) Learning in each subject did not fully lead to the four components of life skills which include: a) Personal skills, some subjects had routinely carried out learning that led to Self

Awareness, which includes awareness of the existence of self as God's creation, social and environmental beings, and awareness potential and encouragement to develop. Implementation in learning is implemented at each start of the lecture which begins with reading prayers and short letters in the Quran led by one of the students based on the schedule prepared by themselves. For students who were not fluent in reading, there would be self-awareness and encouragement to develop themselves in the ability to read the Quran. Medium Thinking Skills consisting of information-gathering skills; information processing skills & making smart decisions; and skills to solve problems wisely and creatively. Almost all courses use this approach as a means for developing student life skills, the methods used were very varied including (1) constructivist, (2) individual model cooperative learning, (3) reviewing concepts, discussing problems, discussing various elements and functions based on expert opinion, (4) reviewing components, concepts and applications, (5) observing, (6) explaining and reviewing material, (7) question and answer, (8) group discussions, (9) demonstrations, (10) group and individual assignments, (11) lectures, (12) class discussions, (13) paper presentations, (14) methods: Active learning, Strategy: reading guiding strategy, (15) Methods: discussion, Approach: Active learning, strategy: Problem Based Introduction, (16) method: discussion, approach: Active learning, strategy: Snowball Throwing, (17) method: discussion, Approach: Active learning, strategy: learning starts with a question, (18) method: discussion, approach: Active learning, strategy: everyone is a teacher here strategy, (19) method: assignment, approach: Active learning, strategy: everyone is a teacher here; (20) methods: discussion, approach: Active learning, strategy: rule playing, (21) methods: discussion, approach: Active learning, strategy: jigsaw, and (22) methods: discussion, approach: Active learning, strategy: Student Teams Achievement Division (STAD). b) Social Skills, these skills included communication skills (listening skills, speaking skills, reading skills and writing skills); and collaboration skills (skills as colleagues and skills as empathetic leaders). Implications for Social Skills each of the subjects incorporated in BES used methods such as group discussions, assignment presentations and reports (powerpoint and written), preparation of papers, group assignments / independent / paired, asking questions (questioning). c) Academic Skills, including skills to identify variables & relationships with one another, skills to form hypotheses; and the skills to design & carry out research. Almost all subjects that were part of BES had not implemented these skills in the implementation of their learning, because these skills were closely related to the research methodology where these students were located or conducted in the third or fourth semester, while BES was held in semester one or two. d) Vocational skills, these skills were divided into two skills covering basic vocational skills and special vocational skills.

#### IV. CONCLUSIONS

The result of the study of the curriculum and syllabus The Basic Education Subject shows that all courses contain the scope of Life skills, but at the level of the implementation plan the learning process and its evaluation still focused on developing academic or vocational skills (hard skills), and had not fully incorporated aspects of life skills development. In implementing the Special Skills Learning Outcomes (CP-KK), each Basic Education Subject (BES) used the Learning method and the assignment forms were very varied but had sufficient soft skills.

The results of the RMP analysis on the Basic Education Subject showed that the use of learning methods both approaches, strategies and learning techniques used a varied approach. A more competency-based approach, such as to achieve academic, vocational and competency competencies across curriculum that were social and personal competencies. Stages to provide opportunities for students to gain learning experience through individual activities, in pairs, or in groups through four stages which include: the first stage, through Build Knowledge Of field, namely students were gradually invited to build an understanding of what was learned and the things associated with it. In the second stage, through Modeling, students were introduced to things that already existed or were similar to models to build their understanding of something. Third, Joint contracting, to accelerate mastery of what was learned, students were given the opportunity to carry out various activities in groups both large, small and / or in pairs, this was done to gain experience from others. While the fourth stage was through Independent construction, where students were given the opportunity to strengthen their understanding and skills through individual learning experiences.

The learning model had not fully used the active learning model that emphasized student-oriented, and in the learning process had not been multi-modeled for the learning stage, so the direction of learning goals had not led to the expected character and competency, but in developing life skills-based learning almost all courses had carried out life skills-based learning especially those relating to Specific Life Skills, including academic skills and vocational skills. so that it needed to develop a life skills perspective model and had a broader principle of education that was not only oriented to academic skills (identifying variables and relationships, formulating hypotheses and skills in designing and carrying out research) or vocational skills (basic and special vocational skills).

The implementation of stages had not shown any specific, sustainable, and consistent stages to build simultaneously the four components of life skills (social competence, personality, vocational and academic). Learning models had not been specifically or implicitly mentioned in the learning model, for example: problem-based learning, cooperative learning, collaborative

learning, project-based learning, contextual instruction, small group discussion, simulation, discovery learning, or directed learning. The learning in each subject did not fully lead to the four components of life skills that include Personal Skills, Social Skills, Academic Skills, and Vocational Skills. But in implementation, learning process and evaluation could be included in all aspects of the development of life skills.

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