

## Management of Life Skills Education in Tsanawiyah Madrasah, Muara Bangkahulu District

Hamdani<sup>1</sup>, Idi Warsah<sup>2</sup>, Alfauzan Amin<sup>3</sup>, Adisel<sup>4</sup>

<sup>1,2,3,4</sup>Institut Agama Islam Negeri Bengkulu, Indonesia

### Abstract

*This research is motivated by the problem of the gap between the theory and concept of education management and the practice of management of life skills education at Madrasah Tsanawiyah Islamic Boarding School in Muara Bangkahulu District. So even though life skills education has been held at the madrasa, its management is not running optimally. Therefore, the author is interested in raising the issue of life skills education management in Madrasah Tsanawiyah. This research is a qualitative research conducted with a non-participant observation approach (observation is not involved). Data were collected by three methods: documentation, interviews and observation. The analysis used in this research is descriptive analysis (description), because the data collected to examine the data is qualitative. The results of this study include three things. First, the management of life skills education at Madrasah Tsanawiyah Islamic Boarding School in Muara Bangkahulu District did not run optimally, because it did not go through the four stages of management properly, namely: planning, organizing, directing and supervising. Second, the factors that influence the non-optimal management of life skills education consist of two parts. (1) Internal factors, in the form of (a) educational orientation which emphasizes the religious aspect so that human resources for skilled teachers receive less attention; (b) lack of allocation of funds for the development of life skills education; and (c) lack of understanding of modern management by the management of the Islamic boarding school. (2) External factors consist of: (a) lack of government assistance; and (b) people's perception that they do not see the importance of life skills education in Islamic boarding schools. Third, the efforts that have been made to improve life skills education are still limited to the procurement of computer and sewing skills teachers; involve students in planting activities on the plantations of Islamic boarding schools, and schedule skills activities.*

### Keywords

Family burden; mental disorder; caregiver.



## I. Introduction

Islam is a religion that pays great attention to the balance between worldly life and the hereafter, so that Islamic education is not only oriented towards giving birth to a generation of believers and piety, but also demands the birth of a generation of Muslims who master science and technology, and have skills in various lives.

Education is the foundation of a successful career, financial freedom, the ability to think and reason critically and to make informed decisions. Without education we will be limited to perform tasks and we will be ignorant to the things that are happening in and around our surrounding, and according to Martin Luther King, a people without knowledge is

like a tree without roots. For education to be of great value, curriculums should be implemented. (Philips, S. 2020)

The issue of the quality of education is often used as the basis for an explanation of the general phenomenon of unemployment among the barijazah, even among scholars. Related to that, the pattern of learning in schools that has taken place so far is considered not to provide sufficient stimulation to maximize the potential of students, because it is too theoretical and pays little attention to the development of life skills. As a result, students are unable to apply what they learn in school to solve life problems faced in everyday life. Education that has taken place so far has tended to detach itself from the context of real life in society, where certain skills are needed in order to have the skills to deal with various problems and challenges of life, both in the form of personal, social, and social skills.

Efforts to improve quality so far have not been able to solve the basic problems of education in Indonesia. Whereas quality education is a basic requirement for improving the quality of human resources in entering the era of globalization. Therefore, it is necessary to take basic, consistent and systematic improvement steps to improve the quality of education which is the most important factor in boosting the quality index of Indonesian human development.

For this purpose, education needs to be returned to its basic principles, namely as an effort to humanize humans (humanization). This is done by providing a stimulus for the development of the basic potential of each student according to their nature as caliphs on earth. Therefore, it is necessary to develop a common awareness that: (1) commitment to improving the quality of education is part of efforts to improve the quality of human resources as a strategic step for national development, as mandated by the preamble to the 1945 Constitution; (2) equitable distribution of educational capacity must be accompanied by equal distribution of education quality, so that it is able to reach the entire community; and (3) educational programs should be directed to ensure a better future for students.

Meanwhile, the global challenge that must be answered is the demand for human resources who have the skills to enter the world of work. According to Martono (2005:5) suggests that the basic skills that must be possessed in the context of a global society are:

- a. Basic skills of understanding and explore their potential and think rationally, so they have the ability to manage information, make decisions and solve problems independently, creatively, adaptively, and flexible. This is actualized with the basic skills of reading, writing, arithmetic, and the spirit of lifelong learning.
- b. Social skills to communicate, establish cooperation and social relations well.
- c. Academic/intellectual skills in exploring a field of work conceptually.
- d. Vocational Skills in doing certain areas of work that require more special motor skills.

Based on this, the development of life skills education can also be understood as a form of commitment to increasing Indonesian human resources, both as individuals and as the basic capital of nation building. This is based on the consideration that improving the quality of education must be accompanied by efforts to develop the potential of students so that they are able to face various life problems and can develop themselves to become superior human beings. Thus it is clear that it is necessary to design a model of life skills education to equip students with various life skills to solve and overcome life problems of students and problems of life in society, both locally and globally (Diknas, 2006:6).

## II. Review of Literature

### 2.1 Concept and Understanding

The World Health Organization (WHO) defines life skills as skills or abilities to be able to adapt and behave positively, which allows a person to be able to deal with various demands and challenges in life more effectively (Diknas, 2006: 8).

Meanwhile, Barrie Hopson and Scally argue that life skills are self-development to survive, grow, and develop, have the ability to communicate and relate both individually, in groups and through systems in dealing with certain situations (Diknas, 2006: 8)

Brolin in Goodship defines life skills as the interaction of various knowledge and skills so that a person is able to live independently. Kent Devis interprets it as a personal guide for the human body that helps children learn how to maintain a healthy body, grow as individuals, work well, make logical decisions, take care of themselves when needed and achieve life goals (Diknas, 2007: 3).

Life skills are also defined as the skills that a person has to dare to face the problems of life and life naturally without feeling pressured, then proactively and creatively seek and find solutions so that they are finally able to overcome them.

According to Nelson-Jones, life skills refer to activities-in (inner-games) and activities-out (outer-games). As an inner activity, life skills are related to what is going on inside a person, namely how a person thinks or thinking skills, while as an outer activity it is related to what is going on outside a person, namely how he acts or acting skills. According to this view, the core of life skills are thinking and acting skills (Diknas, 2007: 3).

According to the National Education Curriculum Center, the notion of life skills is not merely having certain abilities (vocational jobs), but also having basic functional supporting abilities such as: reading, writing, and arithmetic, formulating and solving problems, managing resources, working in groups, and using technology (Diknas, 2006:8).

Based on these understandings, life skills education can be interpreted as education about skills that practically can equip students in overcoming various kinds of life and life problems. These skills involve aspects of knowledge, attitudes, and mentality, which are related to the moral development of students so that they are able to face the demands and challenges of life in life. This is developed by developing the potential, character, emotional stability and spirituality of students according to the circumstances and needs of the students' living environment, so as to be able to create a good future for themselves and their environment.

Broadly speaking, the scope of life skills education is divided into two groups, namely: generic/general life skills (generic life skills) and specific/special life skills (specific life skills).

### 2.2 Objectives and benefits

The purpose of life skills education consists of general goals and specific goals. The general goal is to develop the potential of students in dealing with their roles in the future. Based on Diknas (2006:6) the specific objectives are to:

- a. Confessactualize the potential of students so that they can be used to solve the problems they face, for example: drug problems, the social environment, etc
- b. Provide broad insight into the career development of students
- c. Providing supplies with latibasic information about values related to everyday life
- d. Provide opportunities for schools to develop flexible and contextual learning

- e. Optimizing the use of resources in the school environment, by providing opportunities to utilize existing resources in the community in accordance with the principles of school-based management.

As for the benefits For students, it is a provision of competence in dealing with and solving the problems of life and life, both as independent individuals, as citizens of society, and as citizens. If this can be achieved, then the dependence on existing jobs, as a result of increasing the number of unemployed, can be reduced. This means that national productivity will be gradually increased.

The desired competencies from this life skills education are so that students can: (a) recognize various types of skills and can master the basic skills needed in life; (b) have positive insight, perception, and appreciation of life; and (c) motivate students to determine their attitude in choosing areas of expertise/skills that are relevant to the life they will choose and live in the future.

### **2.3 Life Skills Education Management**

Management has four main functions, namely: planning function, organizing function, directing function, and supervisory function. According to Jawahir Thantowi, the management function is also known in Islamic scientific terms. The planning function is commonly known as “al-takhthith”; organization known as “al-tanzhim”; direction is termed “al-ri'ayah”; and supervision is termed "al-riqâbah" (Jawahir, 1983:6)

Education management in Indonesia fully refers to the laws and regulations regarding education. In this case, the management applied is democratic management, as stated in Article 4 paragraph 1 of Law no. 20/2003 that education is held in a democratic and fair manner and is not discriminatory by upholding human rights, religious values, cultural values, and national pluralism.

In the context of national development, education functions as: (a) unifying the nation, (b) equalizing opportunities, and (c) developing self-potential. Education is expected to strengthen the integrity of the nation within the Unitary State of the Republic of Indonesia (NKRI), provide equal opportunities for every citizen to participate in development, and enable every citizen to develop their potential optimally.

### **2.4. Principles of Implementation of Life Skills Education**

Life skills education is not a subject, so in its implementation there is no need to change the existing curriculum or create new subjects. Life skills education is implemented by integrating it into educational activities in schools, with the basic principle of equipping students with certain abilities so that they can be applied in the daily lives of students. The principles of implementing life skills education are as follows:

1. Does not change the current education system
2. Does not change the current curriculum
3. Learning uses the principles of four pillars, namely: learning to know, learning to be yourself, learning to do, and learning to achieve life together
4. Contextual learning (linking to real life) by using the potential of the surrounding environment as a vehicle for education
5. Leading to the achievement of a healthy and quality life, broadening horizons and knowledge, and having access to a decent standard of living.

Life skills education on an ongoing basis must be owned by students at all levels. However, in its development practice, the emphasis on life skills education still considers the level of development of students according to the type and level of education. Life skills in kindergarten and elementary school (SD) are different from junior high school (SMP), as well as life skills in junior high school are different from high school (SMA), depending on the level of psychological and physiological development of students.

Life skills education at the TK/SD/SMP level places more emphasis on general life skills (generic life skills), which include aspects of personal skills (personal skills) and social skills (social skills). It is hoped that in time students can develop, be creative, productive, critical, honest to become superior and hardworking humans. Life skills education at this level emphasizes moral learning as the basis for forming basic virtues, such as: honesty, kindness, obedience, justice, work ethic, heroism, maintaining personal and environmental hygiene, and social skills.

### **2.5. Integrating Life Skills Education**

In general, it can be said that today's life skills education is given to prepare students to face the information age and globalization era. This is an implementation of the principle of contextual learning, namely the existence of a link between real life and the environment and experiences of students. Further the relationship between subjects, life skills.

The translation of life skills education into real life subjects can be done with the following steps:

1. Identify elements of life skills that are developed in real life as outlined in the form of learning activities
2. Identify knowledge, skills, attitudes and values that support life skills
3. Classifying in the form of topics/themes from subjects that are in accordance with life skills
4. Determine the learning method
5. Designing the form and type of assessment.

## **III. Research methods**

This research approach is a qualitative research using a non-participant observation approach. This is intended to maintain the objectivity of the research, by keeping the distance from the research objectives. This approach was applied in a field study, namely to reveal the management of life skills education at MTs Muara Bangkahulu District. The research subjects were educators and students of MTs Muara Bangkahulu District who were involved in life skills education activities. The key informant was the head of Madrasah Tsanawiyah at several MTS in Muara Bangkahulu sub-district. The data used in this study were primary data obtained by means of observation and interviews (interviews). The analysis used in this research is descriptive analysis (description), because the data collected to examine the data is qualitative. Where these results are the results of interviews or interviews directly with the object of research which is carried out systematically.

## **IV. Results and Discussion**

### **4.1 Life Skills Education Management at MTs Muara Bangkahulu District**

MTs students in Muara Bangkahulu District are the next generation and to form a young generation of Indonesian Muslims who are professional, faithful, devoted and ready to face the challenges of the times, the MTs management is fully aware of the importance of life skills education for students.

It is a commitment and to realize the vision and mission set by the school, namely to create an education system that balances between religious education and general education, as well as the ability to face the challenges of the times when living in the midst of society, so that our students can come out as good human beings. faithful, obedient in carrying out religious orders, but also has broad knowledge, which can be used to face the challenges of the times, and get a decent job.

This statement is in accordance with the mission developed by several MTs in Muara Bangkahulu District, which focuses on developing aspects of spirituality and religious piety, being devoted to parents, and being responsible to the homeland and nation. This is balanced with the mission to develop technology-based teaching patterns and practical skills-based life skills within the framework of community service.

With all our efforts we try to educate our children to master three things: imtak, science and technology and skills, so that the education we provide can give different results from the general education pattern. Herein lies the weight of our responsibility in Islamic boarding schools, because apart from having to meet educational standards by the government, we also have to fulfill the wishes of Madrasah Tsanawiyah in Muara Bangkahulu District. Life skills education is not yet recognized as a program at the MTs.

All educational programs are carried out on our initiative to develop an Islamic educational institution that excels in all fields, without having to wait for programs from the government and to be able to live independently as a true Muslim. For this reason, the programs that are held are a provision for later life. One of them we give computer courses. In addition, agricultural and plantation skills can also be developed in areas around schools in several MTs in Muara Bangkahulu District.

Based on this, it is known that the life skills program implemented, in addition to instilling noble and Islamic values, such as obedient to worship, filial piety to parents, respect for teachers, honest, independent spirit, students are also equipped with computer and agricultural skills plantation.

The learning system is carried out by combining theory and practice, with a competency target of being able to sew clothes for men and women. However, because the activity model is in the form of a course, the activity is not accompanied by an evaluation.

However, this potential has not been utilized as a forum for fostering argobusiness for students, while the school itself has developed the business quite well.

### **4.2 Factors Obstacles in Life Skills Education Management at MTs Muara Bangkahulu District**

Based on the explanation above, it can be concluded that the management of life skills education in several MTs in Muara Bangkahulu sub-district is still traditional in style, and does not yet refer to the standard for developing life skills education as stipulated by the Directorate General of Primary and Secondary Education, Ministry of National Education. The factors that influence this include internal and external factors, namely:

#### **a. Internal**

1. Education orientation that focuses more on religious education. Even though several MTs principals admit that skills education is one of the focuses of education apart from religious education and science and technology, in reality, the focus of education remains on religious education. Therefore, the hours available outside the formal hours of education are more directed at fostering the understanding and practice of religious teachings. Due to the weak orientation of the development of life skills education, the resources of the teaching staff receive less attention, so that the quality is weak.
2. Limited allocation of funds for life skills education activities. With the economic condition of the parents/guardians of students which are still below average, the implementation of life skills education in accordance with the standards set by the government is an additional burden.
3. The understanding of the Islamic boarding school about modern management is still minimal. This leaves a gap in terms of exploiting the potential of existing natural and human resources.

#### **b. External**

- 1) The lack of assistance from the relevant government for the development of education Life skills at MTs Muara Bangkahulu District. The assistance includes program socialization, assistance for education staff, training for educators, and financial assistance for the implementation of life skills education. This is indicated by the lack of understanding of the school regarding the life skills education program launched by the Ministry of National Education. Even though a number of state/departmental institutions have launched several assistance programs, such as assistance for agribusiness cottages from the Ministry of Agriculture, and a number of operational assistance items from the Ministry of Religion, such as operational assistance for life skills programs (life skills education) and self-help assistance for development. skills room in Islamic boarding schools.
- 2) Community image about MTs in Muara Bangkahulu Sub-district are religious educational institutions, so when sending their children to school, their initial intention is for their children to understand religious teachings and practice them as well as possible.

### **4.3 Efforts to Improve Life Skills Education Management at MTs Muara Bangkahulu District**

Efforts that have been made by MTs in Muara Bangkahulu District in improving the management of life skills education include:

#### **1. Bringing in Skills Teachers**

With all its limitations, the school has made various efforts to improve the management of life skills education for students. The most obvious effort that has been made is to bring in experts in the fields of computers and agriculture to teach these skills to MTs students in Muara Bangkahulu District. So the course is held at the school; and computer lessons have been included in the intracurricular program.

#### **2. Outreach to Parents/Guardians**

Some of the MTs schools in Muara Bangkahulu District are quite aware of the fact that the majority of parents/guardians still have a traditional view of the education system, that the focus of education is religious education. So every new academic

year, schools carry out socialization about the importance of practical skills to be juxtaposed with expertise in the field of religion for children.

### 3. Collaborating with Government Agencies

The school has also raised life skills assistance for the construction of life skills buildings, procurement of life skills equipment, and life skills operational funds. The school has also brought in relevant local government officials to see the potential for developing life skills education, so that it can be the beginning of cooperation in the development of life skills education, ranging from managerial, operational issues, to its productive development for the advancement of madrasahs.

## V. Conclusion

Management of life skills education at MTs in Muara Bangkahulu District is carried out traditionally, in the sense that it does not refer to the standard of management of life skills education in schools as determined by the Central Directorate of Curriculum of the Directorate General of Primary and Secondary Education of the Ministry of National Education. In this case, the management of the MTs Muara Bangkahulu sub-district carried out life skills education without implementing three main things. First, the principles of life skills education: learning to know, learning to be yourself, learning to do, and learning to live together. Second, the integration of life skills education with the educational curriculum and the context of real life in society. Third, the implementation stages: (a) preparation, (b) socialization, (c) orientation, (d) learning, (e) evaluation,

The factors that influence the implementation of traditional life skills education management at MTs Muara Bangkahulu are divided into two factors. First, internal factors in the form of: (a) Education orientation which focuses more on religious education; (b) Limited allocation of funds for life skills education activities; and (c) The understanding of the Islamic boarding school regarding modern management is still minimal. Second, external factors, including: (a) Inaccessibility of government assistance related to the development of life skills education in Islamic boarding schools; and (b) the public's image of Islamic boarding schools as religious educational institutions that have nothing to do with worldly practical skills problems.

Efforts that have been made by the management of the MTs Muara Bangkahulu District to improve life skills education include: (a) bringing in skills trainers (computers and sewing) who are experts in their fields; (b) organize computer education as part of the intracurricular activities, sewing courses, and the one student one tree program; (c) invite local government officials and relevant agencies to explore cooperative relationships in the development of life skills education as appropriate.

## References

- Anonim.(2003). *Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional*.
- Diknas RI. (2008). *Konsep Pendidikan Kecakapan Hidup*, Jakarta: Dit PTKSD.
- Diknas RI. (2008). *Konsep Dasar Kecakapan Hidup*, Jakarta: Ditjen PDM.
- Diknas RI.(2006). *Model Integrasi Pendidikan Kecakapan Hidup*, Jakarta: Pusat Kurikulum.
- Diknas RI.(2007). *Model Pengembangan Mata Pelajaran Muatan Lokal*, Jakarta: Pusat Kurikulum Diknas RI.
- Diknas RI.(2007). *Panduan Life Skills*, Jakarta: Ditjen Manajemen PDM.



- Martono.(2004). *Life Skills/Kecakapan Hidup Sebuah Model Pembelajaran*, Jakarta: Diknas.
- Philips, S. (2020). Education and Curriculum Reform: The Impact They Have On Learning. *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal*. P. 1074-1082.
- Thantowi, Jawahir.(1983). *Unsur-unsur Manajemen menurut Ajaran al-Qur'an*, Jakarta: Pustaka al-Husna.