

IMPLEMENTATION OF VOCATIONAL LIFE SKILL EDUCATION AT SD/MI MAARIF GRABAG 2 MAGELANG

Pranti Lestari¹, Muna Erawati², Abdul Ghoni³

¹²³ Universitas Islam Negeri Kota Salatiga

¹prantilestari1981@gmail.com, ²munaerawati@gmail.com, ³aghoni8@gmail.com

IMPLEMENTASI PENDIDIKAN KECAKAPAN HIDUP BIDANG VOKASIONAL DI SD/MI MAARIF GRABAG 2 MAGELANG

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ABSTRACT

Abstract: Life skill education is a student's endeavor to study the effect of life skill training on their self-esteem. This paper discusses the description of life skill education learning at MI Ma'arif Grabag 2 Magelang, describes the enabling factors in implementing life skill education at MI Ma'arif Grabag 2 Magelang, and discusses what the obstacles faced in implementing life skill education at MI Ma'arif Grabag 2 Magelang are. Type of the research is field research with a qualitative approach. Data collection techniques were interviews and documentation. The research results indicate that 1) the steps for implementing vocational life skill education at MI Ma'arif Grabag 2 Magelang, Grabag District, Magelang Regency include several aspects, such as planning, implementation, and evaluation, 2) the factors that support the success of habituation of life skills at MI Ma'arif Grabag 2 Magelang establish a cooperative relationship with stakeholders, accept new supportive opinions, facilitate adequate infrastructure like Madrasah have empty gardens that can be used to support learning vocational life skills, and 3) obstacles in implementing life skill education from internal Madrasah that need to increase teacher competencies and teacher and students' creativity in the vocational field.

Keywords: education, life skills, vocational

Abstrak: Pendidikan kecakapan hidup merupakan upaya siswa untuk mempelajari pengaruh pelatihan kecakapan hidup terhadap harga dirinya. Artikel ini membahas gambaran pembelajaran pendidikan kecakapan hidup di MI Ma'arif Grabag 2 Magelang, mendeskripsikan faktor-faktor pendukung dalam mengimplementasikan pendidikan kecakapan hidup di MI Ma'arif Grabag 2 Magelang, dan apa kendala yang dihadapi dalam mengimplementasikan pendidikan kecakapan hidup di MI Ma'arif Grabag 2 Magelang. Jenis penelitian yang digunakan adalah penelitian lapangan dengan pendekatan kualitatif. Teknik pengumpulan data berupa wawancara dan dokumentasi. Hasil penelitian menunjukkan bahwa 1) langkah-langkah implementasi pendidikan kecakapan hidup bidang vokasional di MI Ma'arif Grabag 2 Magelang Kecamatan Grabag Kabupaten Magelang meliputi beberapa aspek, seperti perencanaan, pelaksanaan, dan evaluasi, 2) faktor-faktor pendukung keberhasilan pembiasaan kecakapan hidup yang ada di MI Ma'arif Grabag 2 Magelang menjalin hubungan kerjasama dengan stakeholder, menerima opini baru yang mendukung, dan sarana-prasarana yang memadai seperti madrasah memiliki lahan taman kosong yang dapat digunakan untuk mendukung pola belajar kecakapan hidup bidang vokasional, dan 3) kendala dalam menerapkan pendidikan kecakapan hidup dari pihak internal madrasah adalah masih perlu peningkatan kompetensi guru dalam bidang vokasional, peningkatan kreatifitas guru maupun siswa.

Kata Kunci: pendidikan, kecakapan hidup, vokasional

CITATION

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INTRODUCTION

Life skills education is a student's effort to study the effect of life skills training on self-esteem. The development of life skills education helps students find solutions to solve problems, recognize the impact of what they do, and teaches an attitude of responsibility without blaming others. Scientific research shows that life skills education can help students protect themselves from threats, not only from illegal drugs but also teach students to enter life as adults (Davis, 2003). The purpose of life skills education is to stimulate students to develop their skills to overcome life's problems (Shaumi, 2015). Whereas in general the purpose of life skills education is to develop students' potential according to their characteristics, emotional and spiritual in the prospect of self-development in dealing with their roles in the present and in the future as a whole (Hakim, 2020). Life skills are grouped into two types, namely generic life skills divided into personal skills and social skills, while specific life skills include academic skills.) and vocational skills (Ministry of National Education, 2007).

The teacher is the subject of the implementation of learning, if the curriculum used is good but in practice the teacher is not optimal, then the results are also not optimal. Conversely, if the curriculum used is simple, but the teacher's implementation is maximized, then the learning process will be created well as expected. The factors experienced in implementing vocational life skills education are also very important. Therefore, researchers need to conduct research on "Implementation of Vocational Life Skills Education at MI Ma'arif Grabag 2 Magelang". Life skills education is one's intelligence, talent and efforts to live a delicious and happy life. Life skills education is the foundation and education about life values that are needed and beneficial for the development of students' lives (Handajani, 2018). life skills education is defined as the ability of someone who is willing and brave to face problems in his life

(Sumantri, 2004). Life skills education is the ability to adapt to the environment and circumstances and positive behavior in everyday life (Noor, 2018).

Life skills education is an education that is attached to subjects through the ability of students to be able to deal with life's problems naturally without being pressured, then responsibly seek the right solutions to overcome them (Ministry of National Education, 2004). Life skills education aims to equip students with skills which include aspects of knowledge, aspects of both physical and mental attitudes, as well as vocational abilities related to the development of students in facing life's challenges. Vocational skills education is an educational program that emphasizes skills values related to models, principles, and procedures in carrying out a task. This means skilled at creating products in accordance with the concepts, principles, procedures, and media provided. Life skills consist of: self (personal) skills, rational thinking skills, social skills, academic skills and vocational skills (Ramayulis, 2006). Self-skills (personal) include appreciation as a creature of Allah SWT in the form of faith and piety. The appreciation that is done repeatedly and deeply will produce the skills of faith and piety to Him.

Vocational skills are related to fields of work that require more motor skills. Vocational skills are divided into basic vocational skills, for example how to use hoes, screwdrivers and so on, then special vocational skills are intended for students who are really engaged in agriculture, for example how to care for plants, how to plant and how to harvest. According to the concept above, life skills are the ability and courage to face life's problems, then proactively and creatively seek and find solutions to overcome them (Suprihatiningsih, 2015). Learning according to the scientific method aims to design teaching and learning activities so that students are enthusiastic about compiling the ideas and attitudes they have. These ideas and attitudes

must be observed (identified or found), questions asked, hypotheses proposed, information gathered using various methods, and data analysis. Make conclusions and exchange ideas or thoughts that have been found (Sani, 2014).

METHODS

The type of research used by researchers is (field research) with a qualitative approach. Moleong in (Mamik, 2015) qualitative research is based on holistic and verbal explanations of empirical phenomena in research topics such as character, understanding, motivation, and behavior stating that this is a study to investigate as a whole, and by means of descriptions in the form of words and language, under special natural conditions and by utilizing various natural methods. Data acquisition technique is done by triangulation. Qualitative data analysis is inductive, that is, analysis based on the data obtained leads to the development or hypothesis of a certain relationship pattern (Sugiyono, 2008). Respondents in this study were school principals, teachers, parents and students. In qualitative research the instrument is a person or human instrument, namely the researcher himself. Researchers must have theoretical provisions and broad insights, so that they are able to ask questions, analyze, photograph and construct the social situation under study to be clearer and more meaningful. The main data sources in this study are words and actions (Sukmadinata, 2005:55).

The additional data that researchers use is in the form of written data, in the form of documents, photos and statistics so that data related to the focus of this research is collected. Data related to life skills education in the vocational field in learning at MI Ma'arif Grabag 2 Magelang will be obtained by researchers from: madrasa heads, teachers, guardians of students and students at MI Ma'arif Grabag 2 Magelang. Obtaining data without limiting the relevance and validity of the data used a purposive sampling technique.

The data analysis technique is descriptive qualitative which is done interactively (Sugiyono, 2008:36). The stages of data analysis include: data reduction, data presentation, drawing conclusions.

The data validation technique with triangulation is a way of checking or comparing data by using something. Moleong classifies triangulation into four types, namely: Data-based triangulation, researcher triangulation, theoretical triangulation, this data validation technique is carried out in order to minimize errors and improve the quality of research data on planning, implementing, and evaluating the implementation of life skills education at MI Ma'arif Grabag 2 Magelang

RESULTS AND DISCUSSION

The results of the research on the implementation process of life development learning in the vocational field at MI Ma'arif Grabag 2 Magelang include several stages including.

Planning, Educational program planning includes life in the vocational field which is carried out at the beginning of the semester. As the results of interviews with the head of the madrasa at MI Ma'arif Grabag 2 Magelang namely: "When planning for vocational development education at MI Ma'arif Grabag 2 Magelang is carried out every 6 months, namely in June and December. This is done by first making regular schedules and taking turns for each type of activity. This activity is carried out during the Working Meeting to remind activities for the past semester, evaluate which activities are not running smoothly or which activities are already going well and need to be maintained and even developed. This work meeting is the beginning of lifelong education planning in the vocational field which will be implemented in the following year (W/TPL/KS/03-01-2022)".

Planning is important so that all activities can run well and the learning process takes place effectively. Planning will basically be an act of organizational goals and involves

making decisions about the desired ways and means to achieve these goals. The comfortable classroom is also important for the learning process to take place effectively. Maintaining the mood of students is a challenge for the teacher, when students look bored, the teacher can break the ice, for example with brain exercises or simple games. Morning chat is also useful for provoking student activity. The teacher prepares learning so that the learning process can run well. This is as expressed by the class 2 A teacher MI Ma'arif Grabag 2 Magelang, namely:

At the beginning of learning, we usually make sure that the class is always clean, reminding the children "let's take a look around, is there still trash or not" like that. Hmm then there is ice breaking before starting the lesson then praying. Morning chat is also useful for training student activity. Usually I come from fairy tales, then I get involved with what the learning objectives are, so from there the children will know what they are going to learn today. To prepare for the first lesson, first look at the material to be taught regarding what theme, we make important points from the theme, we prepare the learning materials, the methods to be used, the learning media and the evaluation system (W/TPL/GR2A/01-03-2022). Before learning this, the teacher should first convey what our learning objectives are today. As the results of interviews with class 3A teachers, namely: "Wow, that's important, ma'am, students are given an introduction first so they don't get confused, namely by conveying what our learning objectives that day are about to students, right? at the beginning about the material being taught as an opener (W/TPL/GR3A/01-03-2022)".

Seeing the condition of the class and students before starting learning is a trick in itself for the teacher. As the results of interviews with class 5B teachers, namely: "At the beginning of learning, we usually adapt it to the conditions, sometimes we start by chatting together or telling stories, so from that story we can get the point, what lessons can we

take and that is done before praying. Sometimes we also start by singing the national anthem as an effort to instill a spirit of nationalism in students. Or with a "breakfast" in the form of a question from existing material where from that question we can draw a conclusion" (W/TPL/GR5B/01-03-2022). From the results of interviews with the head of the madrasa and teachers at MI Ma'arif Grabag 2 Magelang above, it can be seen that the success or failure of a learning program can be seen in careful planning at the beginning of the activity prior to the implementation of learning. The implementation of life skills education in the vocational field at MI Ma'arif Grabag 2 Magelang varies from one activity to another both from the time of implementation, place and activity trainer. Vocational life skills education activities at MI Ma'arif Grabag 2 Magelang can be carried out in the classroom or outside the classroom according to the material, and can also be around the madrasa or outside the madrasa. As the results of an interview with the head of the MI Ma'arif Grabag 2 Magelang madrasah, namely: "Life skills education in the vocational field at MI Ma'arif Grabag 2 Magelang includes: Calligraphy, This activity is carried out every Monday at 14.00-15.00 WIB and is taught by one main teacher. The implementation stage is that the children are divided into one large group accompanied by a facilitator. Calligraphy activities are carried out in the classroom. This activity uses the demonstration method. The technique of this method can be described as follows; The teacher exemplifies the material to be worked on to students while at the same time providing letter writing techniques that become learning material. After that students work according to the material practiced by the teacher. After completing the task, the teacher is assessed, the assessment of the task includes the neatness of the letters, the rules of letters and cleanliness. This activity is a means for communication between humans because of the amount of information conveyed through the medium of

calligraphy. Calligraphy is also a means of seeking sustenance and has very high artistic value.

Market Day, this activity is carried out once a week on Tuesday at 08-10 WIB and is supported by all teachers from the madrasa itself. The first stage in this activity is for children to bring handicrafts or processed dishes from home which are indeed the work of students and parents. The two students marketed the product to friends and teachers through market activities held in the madrasah courtyard. Product prices also vary, starting from Rp. 1,000.00 to Rp. 2,500.00. Market day activities aim to foster an entrepreneurial spirit, understand the business world, train creativity and innovation in students. Market day can also foster self-confidence in students, improve communication skills and train business intelligence.

Martial arts This activity is carried out every Monday at 13.00-14.00 WIB and is taught by one main teacher who was brought in from the coaching of the Grabag Branch Children's Management. The implementation of this activity is that the children are divided into one large group accompanied by one main facilitator and assisted by several facilitators from within to assist the main facilitator. First of all, children will be taught basic martial arts techniques. After children master the basic techniques of silat, they will continue with higher techniques and various styles of silat. This activity is an activity in which children combine their physical and mental abilities to produce perfect movements that will hone their intelligence. They will be taught self-defense with movements that are gentle but full of energy which can train the mind, body and heart of the children.

Gardening, this activity is carried out every Friday and Saturday at 08.00-10.00 WIB alternately for each class and is taught by the teacher from the madrasa itself who does have experience in gardening. The plantation land at MI Ma'arif Grabag 2 Magelang is located in the backyard of the madrasa and is crooked

land. As for the stages in this activity, first the children are taught how to grow plants such as tomatoes, cassava, eggplants, chilies, and leeks. Second, children are also taught how to care for and when to harvest plant maintenance such as fertilizing to eradicate pests which is done every other day, while fertilizing for plant fertility is done once every week. At the beginning of the harvest, this activity is carried out after three months but thereafter once a week which is held on Saturday. "Gardening activities aim to equip students in growing a variety of vegetables or fruits that can at least be done at home. In addition to fruit and vegetable products, you can cook them yourself at home, and the excess can be sold to your neighbors or at the market." The application of life skills education in the vocational field is not only carried out in the classroom but also outside the classroom. For example, madrasa yards and gardens adapted to the type of activity.

In order for students to take part in learning with enthusiasm, create a fun learning atmosphere. As a result of interviews with class 2 A teachers, namely: "The strategy is best how to do it as a teacher so that you can build a life skills education learning process that is fun, creative and students can be enthusiastic. Students also don't get bored easily because usually children get bored easily, so they have to be good at building a learning atmosphere that is fun learning." This is in line with what was conveyed by the class 3 A teacher, namely; "Actually, there is no specific strategy, yes, in learning, the important thing is that the learning atmosphere is made interesting and not monotonous, it also has to be fun in every lesson that is feared so that children are very enthusiastic in every lesson in life skills education in this vocational field, especially if the activity is outside the classroom." Giving rewards to students is a separate motivation for them to be more active in participating in learning. As the results of interviews with class 5 B teachers, namely; "When learning sometimes we have to see and

explore the character of the students first, yes, you can give rewards, then interspersed with ice breaking, quizzes or songs that are appropriate to the material". From the results of the interviews above, it can be concluded that students' enthusiasm for learning can be influenced by a pleasant learning atmosphere, clean and comfortable classroom conditions as well as appreciation from the teacher to student.

CONCLUSIONS AND RECOMMENDATIONS

The implementation of life skills education in the vocational field at MI Ma'arif Grabag 2 Magelang, Grabag District, Magelang Regency includes several aspects, including: Planning for vocational life skills education at MI Ma'arif Grabag 2 Magelang is carried out every six months, namely in June and December. This is done by making regular schedules and taking turns for each type of activity. Planning is carried out during work meetings as an evaluation and program planning that will be implemented in the following year. The implementation of vocational life skills education at MI Ma'arif Grabag 2 Magelang varies from one activity to another, both in terms of time of implementation, place and supervisor. This activity can be carried out in the classroom or outside the classroom according to the material, and can also be carried out around the madrasa or outside the madrasa. Evaluation of life skills education in the vocational field at MI Ma'arif Grabag 2 Magelang is an activity carried out to determine the value or results of the programs that have been implemented so that the quality or results can be known. This evaluation includes two things, namely: evaluation of the implementation of learning processes and evaluation of teaching programs.

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