

Implementation of the Life Skills Curriculum in Shaping Students' Character at De'green Camp High School, Tanjungpinang City

Megawati

Article Info

Article history:

Accepted : 10 Oktober 2023

Published : 14 Oktober 2023

Keywords:

Life Skills, De Green Islamic High School, Student Character.

Abstract

Life skills are abilities that are driven by individuals to be willing and brave to face the problems of life and life normally without feeling forced, then proactively and imaginatively seek and explore the solutions obtained. De Green Camp Islamic School from the Tujuh Pilar Utama foundation has opened the Admission of New Learners (PPDB) for De Green Camp Islamic High School in 2022. A high school with the main goal of "skillful moslem". This research uses a descriptive qualitative approach of library research type, namely collecting data or scientific papers that aim as an object of research or data collection is literature. The results of the research found are, the Life Skills Curriculum offered by SMA Islam De Green Camp Kota Tanjungpinang is adjusted to the Vision and Mission that has been compiled by the foundation, life skills run by schools such as Literacy and life skills, self-actualization maps, and applied informatics. Various activities are carried out by adjusting the designed curriculum, so that teaching activities are in accordance with the curriculum in various other schools.

Article Info

Article history:

Diterima : 10 Oktober 2023

Terbit : 14 Oktober 2023

Abstract

Kecapakan hidup (*life skill*) adalah kemampuan yang digerakkan oleh individu untuk mau dan berani menghadapi persoalan hidup dan hidup secara normal tanpa merasa terpaksa, kemudian secara proaktif dan imajinatif mencari dan menelusuri solusi yang didapat. Sekolah Islam De Green Camp dari yayasan Tujuh Pilar Utama telah membuka Penerimaan Peserta Didik Baru (PPDB) SMA Islam De Green Camp di tahun 2022. Sekolah lanjutan dengan goal utama "skillful moslem". Penelitian ini menggunakan pendekatan deskriptif kualitatif jenis library research, yaitu mengumpulkan data atau karya tulis ilmiah yang bertujuan sebagai obyek penelitian atau pengumpulan data bersifat kepustakaan. Hasil penelitian yang ditemukan ialah, Kurikulum Kecapakan Hidup yang ditajak oleh SMA Islam De Green Camp Kota Tanjungpinang di sesuaikan dengan Visi dan Misi yang telah di susun oleh pihak yayasan, kecapakan hidup yang dijalankan oleh pihak sekolah seperti Literasi dan *life skill*, peta aktualisasi diri, dan informatikan terapan. Berbagai kegiatan dilakukan dengan menyesuaikan kurikulum yang dirancang, sehingga kegiatan pengajaran sesuai dengan kurikulum yang berada di berbagai sekolah lain nya.

This is an open access article under the [Lisensi Creative Commons Atribusi-BerbagiSerupa 4.0 Internasional](https://creativecommons.org/licenses/by-sa/4.0/)



Corresponding Author:

Name of Corresponding Author,

Megawati

Email: megawati@stainkepri.ac.id

1. INTRODUCTION

Education is a planned work to provide direction or assistance in developing physical and spiritual potential given by adults to students to achieve development and achieve goals so that students can carry out their life tasks freely.(Hidayat & Abdillah, 2019). The aim of National Education is to teach the existence of the state and develop the complete Indonesian human person, especially individuals who have belief and commitment to Almighty God and have noble character, have knowledge and abilities, physical and spiritual prosperity, good and independent character and a sense of social responsibility. and nationality.

An educational program is something given to students in teaching and learning activities. The substance of these learning activities is the substance of the educational program. These contents or materials are arranged in various educational programs that vary according to the type and level of school, then combined into various areas of study which are then described in basic subjects and sub-subjects, which are arranged in detail by displaying the material in various ways. The teacher's task is to develop learning materials by paying attention to the instructional targets that have been prepared and formulated previously. In planning learning materials, the terms extension and grouping are known. The scope includes the breadth and depth of the educational plan material. The breadth of educational planning material is very difficult to regulate, because there are at least two things, namely (1) the material of a science is constantly being created and expanded (2) there are no standards regarding what material needs to be taught that can be accepted by all parties (Masykur, 2019).

Life skills are the ability driven by individuals to be willing and brave to face life's problems and live normally without feeling forced, then proactively and imaginatively seek and explore the solutions obtained. Life skills education as stated in Law Number 20 of 2003 concerning the National Education system Article 26 paragraph (3) is education that provides personal, social, intellectual and vocational skills for work or independent business.

Similar to the idea of basic skills training, the Ministry of National Education describes basic abilities as the capacity that is driven by a person to be willing and brave to face life and life's problems naturally without feeling forced. Apart from that, these people proactively and imaginatively seek and find solutions so that they are ultimately able to overcome problems (Mislaini, 2017).

Life Skills is a program approach, for example skills-based realization when placed within a program structure. However, if we look at the substance of national education, basic skills training can also be used as the substance of national education or at least as competency content in life skills-based learning. Life skills as the substance of national education and alternative approaches to national education are very necessary because of the increasing problems of poverty, unemployment, lack of morals and so on

Life skills education is actually the core of national education goals. The main objective of developing basic abilities is to plan students to be proficient, capable and talented in maintaining their survival and development in the future, so that the implementation of basic abilities in one subject is focused on; (1) fulfilling potential and facilitating students to have life skills that can be used to live and face individual problems faced by students, (2) provide opportunities for schools and educators to encourage flexible learning according to broad-based educational standards, (3) promote the utilization of resource assets in the school environment by providing an open door for the utilization of existing resources in the community, in accordance with school-based administration standards (Ali, 2011).

De Green Camp Islamic School from the Seven Pilar Utama foundation has opened the De Green Camp Islamic High School for New Student Admissions (PPDB) in 2022. This secondary school with the main goal of "skillful Muslim" will implement a separate management concept between male and female students, then using the full day school concept for classes X and XI and the intensive camp (boarding) concept for class XII. De Green Camp Islamic School is located on Jalan Taman Siswa No. 1 Km. 13 Tanjungpinang, graduates of this school produce students who become skilled Muslims (skillful Muslims).

In producing students to become skilled figures, the implementation of the life skills curriculum based on researchers' observations has an important influence on students' abilities. The scope of the problem in this research is how to implement the life skills curriculum which focuses on the competencies of De Green Camp Islamic High School students. The aim of this research is to analyze the implementation of the life skills curriculum at De Green Camp Tanjungpinang Islamic High School.

2. RESEARCH METHOD

This research uses a qualitative descriptive approach, type of library research, namely collecting data or scientific papers that are intended as research objects or collecting library data. (Creswell, 2010). The technique used in data collection is literature data collection, namely library materials that are coherent with the object of discussion in question. Data analysis in this library research is an analysis in the form of the researcher's realistic wishes regarding the results to be obtained. The study objectives must have a relevant link to the problem being studied (Sidiq & Choiri, 2019).

3. RESULTS AND DISCUSSION

Understanding Integrated Islamic Schools

Integrated Islamic Schools (SIT) are basically schools that carry out the idea of Islamic training based on the Koran and Sunnah. The functional idea of SIT is a collection of the journey of assimilation, inheritance and integration of Islamic lessons, culture and progress of Islamic humans from one era to another. The phrase "coordinated" in SIT is expected to be a speaker (taukīd) of Islam itself. This implies a complete and complete Islam. Necessary, not incomplete, *syumuliyah* not *juz'iyah*. This is the main spirit in the development of *da'wah* in the field of training as "opposition" to general understanding, division, *juz'iyah*, and polarity (Goffar, 2022).

An Integrated Islamic School is a school that is not rigidly defined to make Islamic quality and lessons outlined in all perspectives related to the school association. These standards include:

1. Accept that Islamic schools are a *da'wah* movement which is an honorable job and demands dedication, dependability and difficult work.
2. Training is coordinated with seriousness, high commitment and intelligent methods and is seen as a commitment to carry out the commands of Allah SWT. Carrying out instructional exercises is an order received from substitute guardians, and fulfilling this order is a request from Allah SWT, which must be fulfilled precisely, expertly and capably.
3. The instructions are basically to show the entire contents of Islam (the Qur'an and *hadith*) as a unified "study of Allah". Therefore, the entire content of the educational plan at SIT is made based on coordinated beliefs and perspectives and in the view of Allah SWT's monotheism. Islamic messages and lessons contained in references to the Koran, prophetic practices, or famous classical books are coordinated into the substance of the school's overall educational plan.

Life Skills (Life Skills)

Life Skills are the ability to solve problems creatively by utilizing the way in which realities, ideas, standards or methodologies have been studied, according to Gulhane, life skills will be the capacity that can help people lead a comprehensive and valuable life and promote prosperity and joy in between younger ages, understanding the importance of learning together and life examples, life skills help grow students' character (Bancin & Ambarita, 2019).

Life Skills are abilities that can help someone to live a comprehensive and balanced life. Basic ability-based schools allude to intelligent education and educational experiences that focus on gaining information, perspectives, values, and abilities that help the way students behave that empower them to assume more important responsibilities in their lives by pursuing solid important decisions, gaining more prominent barrier pressures, and limit detrimental ways of behaving. Anwar provides an understanding of basic capabilities as a school that can provide functional, usable, related capabilities and job market needs, valuable business opening doors and monetary or modern expectations locally (Anwar, 2004).

The broad use of basic abilities is for school work as a vehicle for creating human instincts, especially developing all students' abilities so that they know about their obligations and responsibilities as creatures of Allah SWT so that they are ready to continue life and face what is in front of their eyes. The specific targets of basic abilities are as follows (Coal, 2004):

1. Developing the maximum abilities of the replacements so that they are ready to work (basic abilities) and ready to face the problems of daily life with the guidance of Islamic standards.

2. Planning education and discoveries that are beneficial for students' existence in facing life now and in the future.
3. Providing open potential for madrasas to develop learning that can adapt according to broad-based training (wide field).
4. Increase the utilization of assets in the madrasa climate and local area, according to school-based administration standards to create a culture nuanced with basic Islamic abilities.

Maddaleno understands that fundamental abilities consist of four classifications: relational/interactive abilities, mental abilities, self-soothing abilities, and professional abilities. These types are very important for improving fundamental abilities. These types of fundamental capacity building are provided to prepare replacements to move on with their lives (Maddaleno, 2001).

First of all, interactive capabilities. Interactive abilities are needed by everyone to collaborate in different conditions. A person who applies interactive skills has control over anger and can make good correspondence. someone who has interactive abilities can overcome problems that occur within themselves and can overcome their worries by not using feelings. In this way, individuals who have interactive abilities have control over the struggles that occur by carrying out good correspondence with other people to resolve the problem. In an indirect way, he communicates with other people.

Second, thinking skills must be demonstrated in uncovering data. A person who creates the ability to think can face various obstacles and difficulties that are in front of him. Creating the ability to think to obtain data, the ability to compile data, information skills, the ability to think critically, to be able to face what will happen tomorrow by searching for data. Someone who creates objective reasoning abilities can help in obtaining data, and can overcome problems by growing their reasoning abilities.

Third, the ability to calm yourself has control over feelings. The self-soothing ability within a person can... monitor stress, handle sentiments, self-regulate, and self-examine. 132 Which implies that a person can monitor their tensions, sentiments, and control themselves. This makes sense because someone who has fundamental abilities can handle problems that occur without using feelings. Individuals who have calming abilities close to home have control over themselves from very profound eruptions. Deep self-soothing skills include remembering one's own and others' feelings, monitoring what feelings mean to behavior, and having the option to respond to feelings appropriately. Overwhelming feelings, for example, anger or trouble can have a detrimental impact on our well-being if we do not respond to them appropriately. The explanation above is that a person must feel the behavior deeply within himself and the feelings of the people around him. a person must answer the deep behavior within himself correctly, so that it does not influence the way he behaves. As a result, we ourselves perceive ways of behaving that are close to home and change our deep-seated ways of behaving. one can change the way of behaving close to home right from one's profound abilities.

Fourth, Professional Ability. Professional ability to assist a young person in finding a new field of work. And it implies that professional abilities can help a person in finding a new field of work. Professional abilities combine professional abilities, so that a person will later find a new field of work according to their professional abilities. Thus, professional ability is professional ability and also the ability to handle the consideration needs of each child. Children practice taking care of themselves such as washing, going to the toilet, eating and wearing their own clothes. These exercises can improve basic skills, especially important professional skills. Children use their sense of touch to perform these exercises. Thus, practicing self-care can help children carry out immediate tasks in their lives.

Next, Usha Rao classifies life skills into three main categories, namely: 1) Cognitive Skills, which consist of Critical Thinking Skills, Creative Thinking Skills, Decision Making Skills, and Problem Solving Skills. 2) Social Skills consist of Self-awareness Skills, Interpersonal Relationship Skills, Effective Communication Skills and Empathy Skills and 3) Negotiating

Skills/Coping skills. Consists of Coping with Emotion Skill and Coping with Stress Skill (Rao, 2014).

First, Firm Reasoning Ability. According to Mayer, firm reasoning ability includes judgment based on standards and norms. Second, Imaginative Reasoning Ability is the ability to create unique thoughts that are not the same as other people. This ability is a better approach to seeing or completing something by including signs and making something invisible visible. Third, thinking ability. Herbert Simon has said about the importance of critical thinking skills. The ability to think critically to solve problems and help someone manage choices in their life. Fourth, critical thinking skills. Critical thinking is an interaction where an individual sees and resolves the gap between the current state of affairs and an ideal goal, when the path to that goal is blocked by known or unclear barriers. Fifth, Mindfulness Skills Mindfulness skills are a method for distinguishing unconscious examples and bringing problems into oneself so that they can be changed. Fifth, Mindfulness Skills Mindfulness skills are a method for discerning unconscious examples and bringing problems within oneself so that a person can be changed. Seventh, Successful Correspondence Skills. The word 'correspondence' comes from the Latin word 'communis' which means normal. Strong relational capabilities are a set of abilities that empower a person to convey data, obtain, and find out in the same way. Eighth, Sympathy Ability. Compassion is having the choice to see reality from another person's perspective. The World Wellbeing Association (WHO) characterizes sympathy as the capacity to understand another person's sensations without caring too much about their orientation, age, instruction, religion, well-being, etc. 10th, Ability to Adapt to Feelings is a feeling tone with certain characteristics. Feelings consist of good and pessimistic. Positive feelings consist of excitement, confidence, energy, persistence, innovation, etc. While pessimistic feelings consist of Anger, nervousness, fear, stress, problems, etc. are gloomy feelings; while Any individual activity if not supported by a sufficient degree of feeling, then a person resembles a Robot, for, should the gloomy pessimistic feeling be left in a person without management, it can lead to a fall into despair and an exasperating state. 10th, Adapting to Pressure is the personal and actual tension caused by our reactions to what is happening around us. Natural drives help a person in managing ordinary problems.

Implementation of Life Skills for SMA D'Green Tanjungpinang

De Green Camp Islamic Kindergarten-Primary School-SMP School was founded and maintained by the Seven Main Pillar Foundation (YTPU). YTPU was founded in 2011 in Tanjungpinang City. Prof. Dr. Eko Prasajo is the Trustee of the Foundation, with Riko Herriyanto, IAI is the Chair of the Foundation. De Green Camp Islamic Elementary School (Accredited A) was the first school under the guidance of YTPU to obtain an operational permit from the Tanjungpinang City Education Office in 2011. This was followed by the issuance of an operational permit from the Tanjungpinang City Education Office for Kindergarten in 2015 and for Middle School in 2017. The vision launched by De Green Camp in educating children who attend school, such as:

1. Creating a generation with Islamic beliefs that are in accordance with the guidance of the Qur'an and As-Sunnah.
2. Noble morals.
3. Sahih worship practices.
4. Achievement according to nature.
5. Nature conservation culture.

Apart from the vision carried out by the De Green Camp school, there is a mission that can align the teaching carried out

1. School residents as role models for Aqidah, Morals and Worship.
2. Family Education Curriculum to be ready for collaboration with schools.
3. Proactively fostering the nature of student achievement.
4. Integration of environmental conservation culture in learning.
5. Providing all facilities and infrastructure to support the educational vision.

6. Training and mentoring to increase the capacity of teaching staff
7. Contextual academic curriculum.

De Green Camp Islamic High School (SMA Islam) accepts student registration in 2022, which is the first time admissions have been made by De Green Islamic High School. *Secondary school with the main goal "Skillful Moslem" will apply the concept of separate management between male and female students, then use the full day school concept for classes X and XI and the intensive camp (boarding) concept for class XII.*

Goal of De Green Camp Islamic High School

1. Believe in ahlussunnah wal jama'ah and worship according to the guidance of the Al-Quran and As-Sunnah with an understanding of salafusshalih.
2. Have morals in accordance with the guidance of the Prophet (personality development).
3. Practicing the procedures for worship with reference to valid propositions.
4. Re-memorize the Al-Qur'an you have and add at least 1 new memorized juz to the mutqin.
5. Understand the basic concepts of Al-Qur'an interpretation.
6. Understand the concept of hadith science.
7. Have knowledge of important events in Islamic history.
8. Demonstrate behavior with good moral character and performance character.
9. Have good literacy in Indonesian and English.
10. Have applied informatics (IT) skills.
11. Have life skills, both soft skills and hard skills.
12. Have a leadership spirit.
13. Have a growth and entrepreneurial mindset (entrepreneur).
14. Have a portfolio in various areas of achievement according to the self-actualization map.
15. Complete the learning outcomes set by the Ministry of Education, Culture, Research and Technology.
16. Receive a coaching program related to advanced high school according to the self-actualization map designed at the beginning.
17. Solving nature conservation problems through learning projects and products.

So, how do you become a useful person? One surefire step is to become a skilled Muslim, a skilled Muslim. To achieve this, every De Green Camp Islamic High School student will receive career guidance services.

According to Arthur J. Jones (1970), guidance is defined as "the help given by one person to another in making choices, adjustments and in solving problems". Meanwhile, a career is a job that gives hope for advancement (KBBI V, 2022). If you are a DGC Islamic High School student, at the beginning of your school journey, you will be guided to create a self-actualization map. One of the important goals on the map is what study programs will be targeted in secondary schools. Then, your journey and learning experience in high school will focus on that map. Qadarallah, every child is unique. Come on! Sketch your own actualization map that suits your nature. There is a curriculum run by the De Green School.

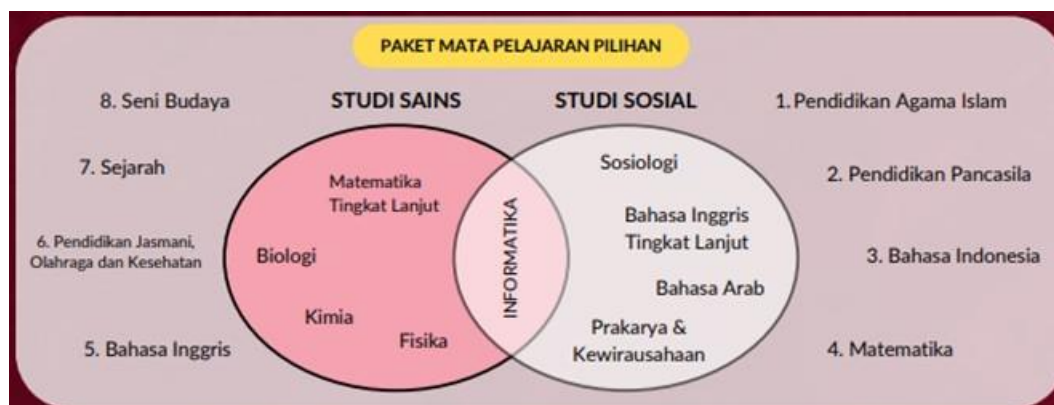


Figure 1. Selected Subject Packages for SMA IT De Green Camp Tanjungpinang

The subjects prepared to shape the character of students at De Green Camp Islamic High School, Tanjungpinang City, are also adjusted to the curriculum adopted by the Foundation in carrying out implementation within the De Green environment. There are 2 curricula implemented, namely the Diniyah Curriculum (PAI) and the Life Skills Curriculum. Here's the picture:

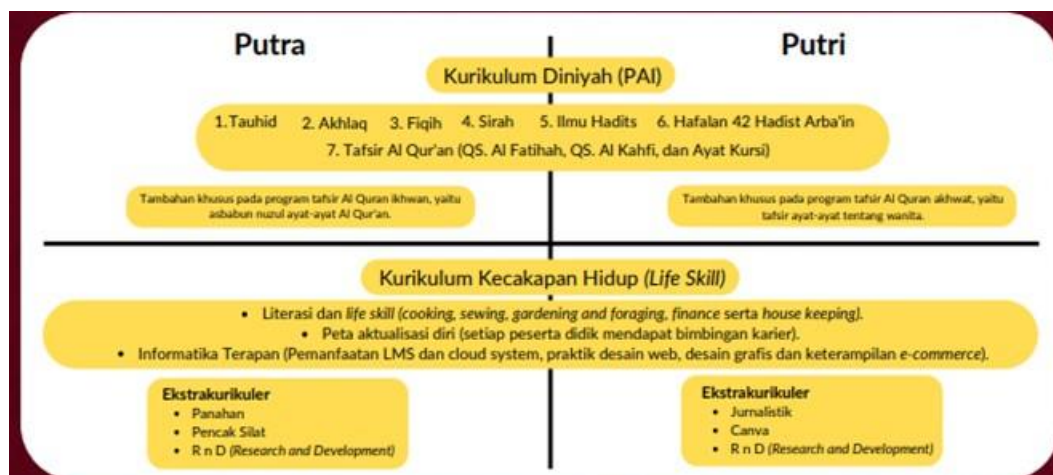


Figure 2. De Green Camp Islamic High School Curriculum, Tanjungpinang City

The Life Skills Curriculum offered by De Green Camp Islamic High School, Tanjungpinang City is adjusted to the Vision and Mission that has been prepared by the foundation, life skills implemented by the schools such as literacy and life skills, self-actualization maps, and applied informatics. Various activities are carried out by adapting the designed curriculum, so that teaching activities are in accordance with the curriculum in various other schools.

4. CONCLUSION

In the development of the life skills curriculum carried out by the De Green Camp Islamic High School, Tanjungpinang City, it is carried out in accordance with the needs and current times, adapting to living conditions which have diversity in gaining knowledge and its implementation. Thus, the curriculum implemented is based on sustainable development.

5. REFERENCE

- Ali, M. (2011). *Konstruksi Model Pendidikan Berbasis Life Skills*. Wahid Hasyim University Press Semarang.
- Anwar. (2004). *Pendidikan Kecakapan Hidup*. Alfabeta.
- Bancin, A., & Ambarita, B. (2019). Education Model Based on Life Skill (a Meta-Synthesis). *4th Annual International Seminar on Transformative Education and Educational Leadership*.
- Batubara, M. (2004). *Sosiologi Pendidikan*. Ciputat Press.
- Creswell, J. W. (2010). *Research Design: Qualitative, Quantitative, And Mixed Methods Approaches* Terj. Ahmad Fawaid. Pustaka Pelajar.
- Goffar, A. (2022). *MANAJEMEN PENGEMBANGAN KECAKAPAN HIDUP SANTRI (Studi Multikasus di Pondok Pesantren Mabadi'ul Ihsan Tegalsari Banyuwangi dan Pondok Pesantren Al-Mashduqiah Kraksaan Probolinggo)*. UIN Khas Jember.
- Hidayat, R., & Abdillah. (2019). *Ilmu Pendidikan "Konsep, Teori dan Aplikasinya"* (C. Wijaya & Amiruddin (ed.)). Lembaga Peduli Pengembangan Pendidikan Indonesia.
- Maddaleno, M. (2001). Life Skill Approach To Child And Adolescent Healthy Human Development. *Pan American Health Organization*, 6.

- Masykur, R. (2019). *Teori dan Telaah Pengembangan Kurikulum*. Aura CV. Anugrah Utama Raharja.
- Mislaini. (2017). Pendidikan dan Bimbingan Kecakapan Hidup (Life Skill) Peserta Didik. *Tarbawiyah : Jurnal Ilmiah Pendidikan*, 01(1), 159.
- Rao, U. (2014). *Life Skills*. Himalaya Publishing House.
- Sidiq, U., & Choiri, M. M. (2019). *Metode Penelitian Kualitatif di Bidang Pendidikan* (hal. 157). CV. Nata Karya.