



Life Skills based curriculum management in Inland Schools of Indonesia

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Abstract

This study aims to determine (1) life skills-based curriculum management at SD Inpres Sagare and SD Inpres Suagai (2) obstacles faced in life skills-based curriculum management at SD Inpres Sagare and SD Inpres Suagai, and (3) efforts to overcome obstacles in life skills-based curriculum management at SD Inpres Sagare and SD Inpres Suagai Awyu District Asmat Regency. This research uses a qualitative approach method. The data sources in this study were principals and teachers at SD Inpres Sagare and SD Inpres Suagai. Data collection techniques were carried out by observation, interview, and documentation. Data were analyzed through data condensation, data display, and conclusion drawing. The results showed that: 1) Life skills-based curriculum management at SD Inpres Sagare and SD Inpres Suagai, Asmat Regency, has not been fully implemented. Nevertheless, there were positive efforts in developing students' life skills, such as environmental understanding and critical thinking skills. 2) The constraints experienced in life skills-based curriculum management implemented at SD Inpres Sagare and SD Inpres Suagai, Awyu district, Asmat district, still face several obstacles that require solutions. Constraints in curriculum management involve a lack of teacher understanding, environmental differences, limited facilities and infrastructure, and less priority support from school leaders. 3) Efforts made to overcome obstacles in life skills-based curriculum management implemented at SD Inpres Sagare and SD Inpres Suagai. Efforts to overcome obstacles involve utilizing the surrounding environment, student motivation, budget optimisation, provision of facilities, and active support from teachers, principals, and parents. Although challenges remain, these efforts reflect a commitment to providing relevant education and supporting students' life skills development.

Keywords: Curriculum management, life skills, Inland Schools

Introduction

The pace of progress is accelerating, seen in the advanced technology that necessitates individuals to constantly enhance their personal growth in order to establish their own identity by striving for more maturity, independence, and productivity. Education is the fundamental foundation for attaining a future that is capable of adapting to advancements in time and technology. In order to effectively compete in the worldwide market and adapt to a more evolved and modern society, it is essential to have high-quality and exceptional human resources to tackle the global difficulties that arise.

Management is the systematic coordination and organization of resources and activities to accomplish a specific objective. Therefore, in order to successfully reach a goal, effective management is essential. Moreover, curriculum management involves teamwork to effectively accomplish instructional objectives, namely by enhancing the quality of teaching and learning interactions. The essential components of collaboration are teachers, students, instructional resources, curriculum, and buildings & infrastructure. Management, as defined by The Liang Gie (in Mulyono, 2008) ^[20], refers to the comprehensive process of coordinating and organizing the collective endeavors of a group of individuals in order to accomplish specific objectives. In addition to this viewpoint, there are alternative perspectives on management, which include:

Education is currently undergoing substantial disparities in development, particularly in the uneven distribution of educational resources between western and eastern regions of Indonesia. This discrepancy is evident in urban areas, districts, and particularly in peripheral and remote regions that remain underserved. The role of education is

intrinsically linked to the role of the curriculum. The curriculum encompasses a collection of plans and arrangements for objectives, content, learning materials, and methods. It serves as a framework for implementing learning activities with the aim of achieving specific goals, as stated in RI Law Number 20 of 2023 concerning the National Education System.

The curriculum is an integrated system that comprises interrelated instruments that mutually reinforce each other. These curriculum tools encompass objectives, learning materials, methodologies, and evaluation, all of which mutually reinforce one another. If one of the curriculum tools malfunctions, the curriculum will not operate optimally and as intended.

According to Article 26, paragraph (3) of Law Number 20 of 2023 on the National Education System, life skills refer to education that imparts personal, social, and intellectual abilities for employment or self-employment. These life skills are essential assets for individuals in navigating life, as they serve as the primary means for developing the confidence to address life's challenges organically, without succumbing to fear, while maintaining an active, proactive, and creative approach to living. Thus, it is desirable that an individual's productivity remains consistently high when confronted with challenges that come as a result of advancements over time. As life becomes more intricate, individuals must possess the capacity to confront and resolve these challenges in order to thrive and progress. Developing the capacity to confront and resolve challenges can be cultivated and ingrained in an individual from an early stage.

SD Inpres Sagare and SD Inpres Suagai are examples of Indonesian schools situated in remote areas. These two

schools are educational institutions under government authority that are tasked with equipping their students with the necessary skills to excel, harness their inherent potential, effectively address challenges with wisdom and tact, and adapt to diverse environments.

The primary rationale for teaching life skills to students at SD Inpres Sagare and SD Inpres Suagai in the Awyu district of Asmat is that many of them are children who require guidance and instruction from both parents and teachers. However, at this stage, most of them are capable of living autonomously, as they are able to forage for food in the forest, assist traders, and engage in gardening and rice cultivation. Thus, life skills are essential for acquiring knowledge and developing into a well-rounded individual. These skills include collaboration, respect for others, resilience against peer and societal influence, effective communication, and the ability to make important life decisions. Thus, it is desirable that students not only acquire subject-specific knowledge from their lectures, but also gain knowledge that may be applied in their future as a preparation for life.

Life skills education does not consist of individual disciplines, but rather aims to integrate many subjects that are necessary for a person's overall development, regardless of their location or occupation. It focuses on self-awareness, knowing one's potential, interpersonal relationships, and goal-setting. Given the background information provided, researchers are interested in conducting a study titled "Life Skills Based Curriculum Management in Inland Schools of Indonesia".

Research Method

Research Type

This study employs field research methodology, specifically utilizing qualitative descriptive methodologies. Sugiyono (2019) ^[30] referred to this method as both artistic and interpretive. It is considered artistic since the research process is less structured and more open to creativity. It is also called interpretive because it emphasizes the interpretation of data collected in the field. This research elucidates the implementation of a life skills-based curriculum management at SD Inpres Sagare and SD Inpres Suagai, located in the Awyu district of Asmat district. The aim is to provide students with a comprehensive framework that will serve as a roadmap for their future endeavors.

Research Location and Time

This research was conducted in two primary schools: SD Inpres Sagare in Sagare Village, Awyu District, Asmat Regency, and SD Inpres Suagai in Suagai Village, Awyu District, Asmat Regency. The research was conducted between May and July 2023.

Data Source

The research data comprises primary data and secondary data obtained from elementary school principals, teachers, administrative staff, school committees, parents, and students with the aim of enhancing the educational quality. Furthermore, the data is derived from observations and relevant paperwork obtained from SD Inpres Sagare, located in Sagare Village, Awyu District, Asmat Regency, as well as SD Inpres Suagai.

Data Collection Techniques and Instruments

This study employs many methods for data collecting, including observation, interviews, recording, and utilization of audiovisual digital resources (Creswell, 2009). In order to enhance the reliability of research findings, researchers employed data collection procedures that utilized triangulation techniques. The researchers conducted observations by assessing the state of the school and the learning process, evaluating the availability of facilities and infrastructure, presenting data and school profiles, examining the school environment and its surroundings, including the accessibility between the school and the village. Interviews were carried out with various participants from both schools, encompassing school principals, teachers, school administration personnel, school committees, and student representatives. The interviews were performed through both face-to-face interactions and WhatsApp calls and were recorded. Interviews were performed to analyze data and identify managerial patterns that could enhance the quality of education of Inland schools in Indonesia. In addition to observation and interviews, documenting techniques were also employed.

Data collection approaches in qualitative research can be conducted in diverse contexts, sources, and manners. Data collecting strategies play a crucial role in research since their primary objective is to gather data (Sugiyono, 2020). This research employs four data gathering techniques: observation, interviews, documentation, and audiovisual digital resources (Creswell, 2009). To enhance the level of confidence in the research findings, researchers incorporated data collection methods utilizing triangulation techniques.

The researchers assessed the reliability of the data by employing the techniques of (1) broadening observations, (2) enhancing persistence, and (3) triangulation. Triangulation is a technique employed by researchers to gather and evaluate the reliability of data. This entails employing diverse data collection methodologies and sources to authenticate the dependability of the data (Sugiyono, 2021). The researcher performed multiple interviews and gathered supplementary data through observation and documentation, employing a triangulation approach. To verify the research data, the author conducted field tests to assess the precision and coherence of the acquired data, specifically to ascertain if any alterations had taken place. Upon careful reassessment of the field observations and verification of the data's accuracy, the authors determined that an extension of the research period would be necessary, namely in the first week of November 2023.

According to Sugiyono (2018), qualitative research involves analyzing data both before and after data collection to gather accurate data. This study utilizes data collected throughout the period of October to November 2023. Data analysis employs the Miles and Huberman (1984) analytical approach, which categorizes data analysis into three primary tasks: data reduction, data display, and conclusion drawing.

Findings and Discussion

Life Skills Curriculum Management at SD Inpres Sagare and SD Inpres Suagai

The research findings indicate that there was a lack of design, implementation, and evaluation of the life skills-based curriculum at SD Inpres Sagare and SD Inpres Suagai. The lack of a curriculum document created by the

school's work team, as well as the absence of life skills-based learning lesson plans made by teachers at SD Inpres Sagare and SD Inpres Suagai, indicates a deficiency in the design, implementation, and evaluation aspects of the education system. The primary tasks of curriculum management encompass the processes of devising, executing, and assessing the curriculum.

After conducting interviews with several teachers from SD Inpres Sagare and SD Inpres Suagai, it can be inferred that despite the absence of the life skills-based curriculum, students possess a commendable level of comprehension regarding local wisdom, utilization of natural resources, and critical analysis of their environment. Despite receiving unfavorable evaluations from their superiors, some individuals maintain the belief that such feedback has imparted invaluable wisdom that students will forever retain. Practically, students not only acquire proficiency in the subject area, but also develop enhanced physical abilities, cerebral acuity, emotional intelligence, spiritual aptitude, and resilience in confronting challenges. Therefore, it has been demonstrated that implementing a curriculum focused on life skills yields substantial advantages for the education and growth of students in rural schools.

The integration of a life skills-based curriculum in the local context is reflected by students' comprehension of local wisdom and utilization of natural resources. This suggests that while the curriculum may not have been completely put into action, significant principles and information that were applicable to students' everyday existence have been effectively ingrained. Students have developed an appreciation for their cultural and ecological history and have gained a more profound comprehension of how to utilize natural resources judiciously. Practically, it is evident that students not only acquire proficiency in the subject matter, but also develop enhanced physical, mental, emotional, and spiritual abilities, as well as the capacity to confront challenges. This is a favorable result of life skills-based education, which prioritizes the enhancement of different facets of students' lives. Students who possess these aptitudes have a competitive edge when confronting life's more extensive obstacles and were more adequately equipped to become productive participants in society.

In addition, it may be inferred that while the administration of the life skills-based curriculum has not been completely executed, students have exhibited the capacity to adapt to their surroundings and engage in social interactions. Teachers who have adopted this curriculum have seen that students develop a deeper understanding of local wisdom and natural resources in their surroundings. Even students who were not native residents of the village have successfully learnt and comprehended the local way of life, which serves as a valuable medium for daily learning. In addition, kids develop the ability to engage in critical thinking regarding their social and physical surroundings.

The management of life skills-based curriculum at SD Inpres Sagare and SD Inpres Suagai encounters some challenges that must be resolved. The lack of comprehension from educational administrators and affiliated individuals can impede the progress of the program. The interviews yielded valuable insights into the challenges encountered in implementing life skills-based curriculum management. Some challenges include a deficiency of information, insufficient assistance from

relevant parties, and poor environmental conditions for effective scientific development.

In SD Inpres Sagare and SD Inpres Suagai, the management of the curriculum consisted of three stages: planning, implementation, and evaluation. The challenge faced by SD Inpres Sagare was about the teachers' inadequate comprehension of life skills-based curriculum management. This challenge stems from the inadequate backing from the school principal, as it is perceived to be unrelated to the endeavor of enhancing student aptitude. Moreover, the challenge at SD Inpres Suagai is the teachers' deficiency in comprehending Life Skills-based curriculum management. Restricted internet connectivity for accessing information to construct educational curricula for students was also became the challenges for both schools.

In both schools, teachers strive to discern students' unique abilities and track their progress in alignment with the established curriculum. This method prioritizes the significance of addressing students' needs within the classroom. Furthermore, teachers actively attempted to acquire knowledge and comprehension regarding management. The teachers tried to implement it in educational institutions, with the objective of fostering the growth of aptitudes.

Various strategies might be employed to tackle the challenges that arise during the implementation of a life skills-focused curriculum at SD Inpres Sagare and SD Inpres Suagai. Ensuring the efficient use of the surrounding environment, optimizing the allocation of financial resources, and ensuring the supply of sufficient facilities and infrastructure were some of these factors.

Conclusion

The author draws several key conclusions based on the conducted research as follows

1. The implementation of life skills-based curriculum management at SD Inpres Sagare and SD Inpres Suagai, Asmat Regency, is inadequate. Nevertheless, there were commendable endeavors aimed at cultivating students' life skills, like fostering an appreciation for the environment and nurturing critical thinking abilities.
2. The implementation of the life skills-based curriculum at SD Inpres Sagare and SD Inpres Suagai in the Auyu district, Asmat district, continues to encounter some challenges that need to be addressed. The challenges in curriculum management encompass teacher's inadequate comprehension, disparities in the environment, restricted resources and infrastructure, and insufficient backing from school administration.
3. Attempts have been undertaken to address challenges in the administration of the life skills-focused curriculum introduced at SD Inpres Sagare and SD Inpres Suagai. Overcoming hurdles requires utilising the surrounding environment, student motivation, financial optimisation, supply of facilities, and active assistance from teachers, school principals, and parents. Despite the presence of obstacles, these endeavours demonstrate a dedication to delivering pertinent education and fostering the growth of students' practical abilities.

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