

Profile of Life Skill Student on Residents Learning School and Implications for the Guidance and Counseling for Indonesian Non-Formal Education

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Abstract: This research aims at describing the illustration of life skill level in the learning community and discovering the design of the Guidance and Counseling Program to improve life skill on Residents Learning Package C at PKBM Serang District, Indonesia. The survey takes census samples which amounts to 86 learning Residents. The life skill scale was carried out by looking at four aspects, namely personal skills, academic skills, social skills, and vocational skills. Data analysis is performed by descriptive quantitative technique. The result of the questionnaire analysis on the life skills level on Residents Learning Package C at PKBM in Serang District were in low category with a percentage of 20%, the medium category with a percentage of 68%, and the high category with a percentage of 12%. After discovering the description of the life skill level, the design of the Guidance and Counseling Program was made based on the research results obtained.

Keywords: Life Skill, Guidance and Counseling Program, Non-Formal School

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Introduction

One of the areas that will be able to bring progress to a nation is the field of education. Education is a process that takes place continuously in the span of human life. The 1945 Constitution article 31 paragraph (1) states that every citizen is entitled to a proper education. Indonesia's education minister has set up a 12-year compulsory education program. The program requires Indonesian children to get compulsory education starting from elementary school level 6 years, junior high school 3 years, and high school 3 years. It is expected that with the mandatory 12-year learning program, Indonesian children can be directed and guided in order to become the next generation of intelligent nation.

Education is a form of embodiment of dynamic human culture and development requirements. Therefore, changes or developments in education are things that should happen in line with changes in the culture of life. Changes in the sense of improving education at all levels need to be carried out continuously in anticipation of future interests (Trianto, 2010). Various kinds of educational methods such as homeschooling, private, or directly in schools are available in Indonesia. The education that has been implemented in Indonesia is actually of high quality, but several things have been forgotten so that the teaching method is felt to be less effective. One of the most important but often overlooked is life skills. With another understanding, according to Ramadhan (2010), "Education spurs the attainment of knowledge and skills, but also spurs learning to maintain our spiritual, intellectual and aesthetic potential. Learning is a process that occurs in humans by thinking, feeling, and moving to understand every reality they want to produce behavior, knowledge, or technology, or anything in the form of human work. Learning means a renewal towards individual self-development, so that life can be better than before. Learning also means adaptation to the environment and a human's interaction with that environment.

According to the Central Bureau of Statistics in the month February 2020 the number of unemployed people in Indonesia reaches 6,88 million people who are dominated by graduates SMA / MA as much as 6,77% and SMK occupy the highest rank, reaching 8,49%. Effort to prepare SMA / MA, SMK graduates and residents learn package C to be ready to compete in create or find jobs very required. One of the efforts that can be applied is pasting education life skills on the subject. Law of the Republic of Indonesia No.20 of 2003 concerning five National Education System article 26 paragraph 3 stated that life skills education is education that provides social skills, personal skills, vocational skills, and intellectual skills for independent business or work. Life skill is a competency must be owned by someone in order to continue exist effectively in the process of change (Akfirat & Kezer, 2016). Hasbullah (2016) explained that life skill education is one of the unit programs of non-formal education which has an important role in equipping citizens learning to live independently.

Life Skills Education (LSE) refers to educational interventions designed to impart the necessary social psychology and interpersonal skills in students while they are taking school courses. Kenya accepted the life skills education in the proposed curriculum, but it worked; the government needs to adopt correct teaching methods to improve teacher quality, provide schools with the materials needed, and readjust teacher training plans based on the proposed school curriculum. Given the long-term impact of life skills, this is a theoretical article aimed at getting education stakeholders to take LSE seriously (Waiganjo dan Mwangi, 2018). Maulidah (2018) said that Non-formal education is a systematic and sustainable organized effort outside the school system, through social relations to guide individuals, groups and communities to have (effective) social ideals in order to improve living standards in the material sector, social, and mental to create social welfare. Whereas according to Law No. 20 of 2003 concerning the National Education System article 26 (3) stated that non-formal education includes: life skills education, women's empowerment education, early childhood education, skills education and job training, youth education, literacy education, equality education and other education that supports the enhancement of the capacity of citizens to learn.

Based on the observation and findings in the field, it was found that the residents learning at PKBM Kartika Serang City had problems related to their personal and career fields. Many residents learning felt less of confident or insecure because of studying in non-formal education, such as lack of career interest and planning so that most of them did not know the direction of their career. The phenomenon and condition of residents learning at PKBM Kartika Serang City showed that their life skills education knowledge was still low. Based on the result of interviews from various parties in the school environment, it was found that knowledge about life skill was still not optimal, this was due to the lack of knowledge about life skill as the main support for skills knowledge, which in the end was also lacking have an entrepreneurial spirit and career interest. This was accordance with the statement of (Raudah, et al., 2020) that the problem faced by residents learning is that motivation in participating in the learning process is still low, this is due to embarrassment

among residents learning to participate in learning activities. Seeing this condition, it is necessary to have an appropriate application model in the equality education program so that life skills are formed completely from all aspects and become provisions in his life. Through life skills education, the residents learning are guided so that they can be useful, active and productive in people's lives. This is supported according to the results of research (Yambo & Everlyne, 2016) this journal states that a greater majority (n = 37; 77%) of respondents indicated that the number of students in the class had an effect on the implementation of life skill education. Therefore, the researchers recommend that teachers be given a less load of life skill education to enable them to balance their teaching time with life skills education because of too much workload because a lot of time is spent trying to try and cover a wide syllabus.

Based on the explanation of the problems above, the purpose of this research is to describe and describe the life skills of learning citizens in package C and design appropriate guidance and counseling programs to improve the life skills of learning residents in package C. This is so that it can be used as a reference for teachers and parents, that life skills are also necessary mastered for citizens to learn as a provision for future life as well character building

Method

This research used quantitative method. Quantitative is the researcher's effort to collect numerical data, or data which is not numerical, but can be quantified (Indrawan & Yuniawati, 2015). This research used descriptive technique. Setyabudi (2015) states that descriptive research is a method that aims to systematically and accurately describe the characteristics of a particular population or field.

This research described situations and events. The source of data in this research was primary data, namely a survey that was obtained directly from the Community Learning Activity Centre in Serang District as the object of the research. The purpose of this study was to obtain accurate data, while the active data technique used a questionnaire. The questionnaire that will be given to the sample is a questionnaire about life skills. The questionnaire asks how to ask questions that have been compiled in writing and is done with an answer questionnaire that will be given to the respondent. In this instrument in the form of questions consisting of favorable and unfavorable questions accompanied by alternative answers. The scale used is the Likert scale with four answer choices, namely Strongly Agree, Agree, Disagree, and Strongly Disagree (STS). Data is obtained descriptively quantitatively, to see the tendency of each research variable.

The research instrument test in this study included validity and reliability tests. In conducting the content validity test, the researcher tested the instrument on 30 learning citizens. After testing the instrument, the researcher analyzed the test results using the SPSS 16.0 for windows program with the Pearson correlation formula. Pearson correlation show 52 items of scale is valid and 16 invalid items. Then the invalid items are not used in this study. The reliability test of life skill scale by Cronbach's show that's Alpha coefficient is 0.913, which means that the reliability is very high, and it is suitable as an instrument.

Population and Sample

Sugiyono (2017:30) stated that population is a generalization zona consisting of objects or subjects which have certain characteristics that are determined by the researcher to study and make conclusions. Researchers wanted to find out the life skills level of residents learning, the population in this research were residents learning package C at PKBM Serang District, Indonesia in academic year 2020/2021, amounting to 86 residents learning. The following is the class data of the residents learning package C at PKBM Serang District.

The sample is part of the number and characteristics of the population. The sampling techniques in this research used Non-probability sampling techniques, namely saturated sample, another term for saturated sample is a census. Saturated sample is a sample return technique where all members of the population are used as samples (Sugiyono, 2018). The sample used in this research were all residents learning package C in Serang District, amounting to 86 residents learning, as shown in table 1.

Table 1. List of the number of Residents Learning

| No. | The names of PKBM | The number of Residents Learning |
|--------------|-------------------------------|----------------------------------|
| 1. | PKBM Al-Kahfi | 21 |
| 2. | PKBM Home Schooling Primagama | 5 |
| 3. | PKBM Kartika | 26 |
| 4. | PKBM Rahmania Institute | 16 |
| 5. | PKBM Tholabulmi | 18 |
| Total | | 86 |

Results and Discussion

The result of life skill data was obtained after carrying out research which is conducted by giving questionnaires to residents learning package C at PKBM Serang District. The result of the questionnaire on the level of life skill diction of residents learning package C at PKBM Serang District were divided into three categories, namely low, medium, and high which can be described in table 2.

Table 2. Life skills description of the Residents Leaning

| Variable | Category | Range of value | Frequency | Percentage |
|-------------------|----------|-------------------|-----------|-------------|
| <i>Life Skill</i> | High | $X \geq 121$ | 10 | 12% |
| | Medium | $95 \leq X < 121$ | 59 | 68% |
| | Low | $X < 95$ | 17 | 20% |
| Total | | | 86 | 100% |

Based on the table 2, it showed that the life skills level of residents learning package C at PKBM Serang District with a total of 86 residents learning, in the low category there were 17 residents learning with a percentage 20%, in the medium category there were 59 residents learning with a percentage 68% and in the high category there were 10 residents learning with a total percentage of 12%.

In Fig. 1 showed that there were four indicators of life skills including personal skill, social skill, academic skill, and vocational skill, which had their respective categories. Personal skill indicators were in the medium category that was 72%, while those in the high category was 14% and in the low category was 14%. Furthermore, social skill indicator found in the medium category, that was 74%, while those in the high category were 14% and in the low category were 12%. Furthermore, indicator of academic skill found in the medium category, that was 74%, while those in the high category were 11% and 15% in the low category. In addition, indicator of vocational skill found in the medium category, that was 78%. While those in the high category were 12% and 10% in the low category. It could be concluded that academic skill was in the lowest category, which was proportional to the number of residents learning in the low category than in the high category compared to other life skill indicators.

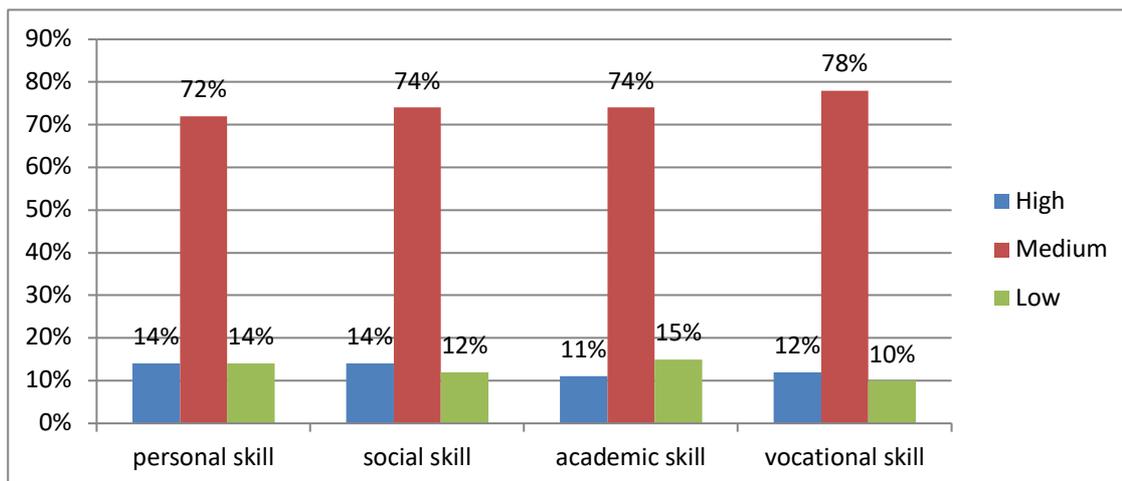


Fig 1. Graph Profile of Life skills indicator for Residents Learning Package C at PKBM Serang District

DISCUSSION

Generally, the life skills level among residents learning package C at PKBM Serang District was in the medium category level, this means that on average, learning citizens do not have the highest level of life skills, so that someone is required to be brave and have the courage to face and solve problems. This was supported by research journal conducted by Juhji & Rachman (2015) they stated that life skills education provided to underprivileged adolescents at PKBM HasanahIlmu is a form of effort to create independent individuals and have life skills in accordance with the vision and mission of PKBM HasanahIlmu. If it referred to the meaning of life skills itself, it was a learning experience given to residents learning or in this case was foster children which included aspects of personal skill or self-awareness, aspects of thinking skill, aspects of social skill, aspects of academic skill, and aspects of vocational skill. However, the life skills education conducted at PKBM HasanahIlmu was on the personal skill aspects, social skill aspects, and vocational skill aspects.

According to Satori (Noor, 2015:3), life skills have a broader meaning than just vocational skills or skills for work. Life skills are a person's ability to fight and dare to live (survival). For this reason, the development of life skills in a person needs a process of education and training which is aimed at obtaining basic abilities. Because without basic skills, a person will find difficulties to develop life skills. Based on its principle, the development of life skills is how a person can activate and mobilize all the positive values and competencies they have maximally to be implemented in maintaining daily life (Mislaini, 2017). When looking at life skills, it seems clear that basically, life skills try to bring education closer to the daily life of a resident learning and prepare him to become an adult who can optimally live well wherever he is. It was appropriate with Slamet's statement (Noor, 2015:4) the roles, functions, and duties of Formal Education and Non-Formal education are to prepare students to be able to: (1) develop life as a person, (2) develop live for socialize, (3) develop life for the state and nation, (4) preparing students for higher education.

Wahyuni & Indrasari (2017: 25) suggest that the implementation of proficiency education in schools involves two main types of skills, namely: general life skills, including personal skills (self-awareness and thinking skills) and social skills. Skills (communication skills with empathy and communication skills); specific life skills, including academic skills and vocational skills. Participants defined Life Skills into three categories: "the ability to maintain a quality of life", "overcoming adversity" and "turning learning into action" (Waiganjo and Mwangi). Baysal (2015) believes that the information learned can only be valuable if it becomes a skill. Otherwise, it means nothing to students. On the other hand, converting information into a process requires a lot. First, information must be relevant to the current situation, must be adapted to the situation, and must be internalized. Ozdemir (2015) found that some science teachers view skills as scientific literacy, while some view life skills as skills that advance everyday life, so that individuals can overcome daily problems and succeed in social life. Ccert (2014) analyzes the views, attitudes and attitudes of teachers and parents towards life skills education. It was found that teachers' Life Skills were of no value, and that on-

the-job training activities were necessary to train teachers to manage Life Skills effectively. This is supported. Based on the results of research conducted by Wahyuni & Indrasari (2017) at SMK Negeri 1 Bondowoso, students with life skills education can meet their needs. Shaping the character of students by equipping them with skills so that they can follow the work environment and have skills that are in accordance with the abilities of each student.

Sociologically, vocational life skills are a form of social investment, namely a strategy that allocates public budgets for empowerment and education programs because children are future workforce candidates, so by preparing them from an early age in the future there will be a workforce with quality and global competitiveness (Sutini, 2014). If it is related to certain jobs, Shaumi (2015: 244) life skills in the field of non-formal education are aimed at mastering certain vocational skills at work. If it is known, it can be said that everyone needs life skills with certain work skills. Life Skill of the student in preparing for the millennial generation reliable (Suprihatin, 2018). Citizens learn develop life skills such as have a sense of community, build empathy, collaborate and socialize and communication (Ciğerci, 2020). This means that life skills programs in the sense of non-formal education programs will help them gain self-esteem and self-confidence in the context of opportunities in their environment to achieve life.

Guidance and Counseling Program Design to Improve Life Skill of Package C Residents Learning at PKBM Serang District.

A program made regarding the level of life skills of the residents learning package C at PKBM Serang District was by making Guidance and Counseling Programs. Guidance and Counseling programs aimed to fulfill developmental tasks optimally. Making guidance and counseling programs required data so that it could be used as a reference, and the data source used in the form of data from the analysis of the life skills questionnaire given to residents learning package C at PKBM Serang District. Based on these data, the researcher designed the Guidance and Counseling program as shown in table 3.

Table 3. Guidance and Counseling Program Design

| Indicators | Sub Indicators | Service Strategic | Method |
|--------------------------|--|--------------------|---|
| Personal Skills | Have a skill for self-knowledge | Classical Guidance | Speech, discussion, <i>brainstorming</i> question and answer |
| | Have a skill to dig and find information | Group Guidance | Group Discussion, <i>mind mapping</i> |
| | Have a skill for <i>problem solving</i> | Classical Guidance | brainstorming, question and answer, games for problem solving |
| Social Skills | The ability to emphasize and cooperate | Group Guidance | Role play, games, Movement techniques (move) |
| | Have a good communication skill | Group Guidance | discussion, question and answer |
| | Have the ability to control and manage emotions | Classical Guidance | speech, discussion, question and answer |
| Academic skills | Likes activities that are academic/scientific | Classical Guidance | speech, brainstorming, question and answer |
| | Have ability to think scientifically | Group Guidance | Discussion, Movement technique (<i>movement</i>) |
| Vocational skills | Know the various kinds of certain jobs that exist in society | Classical Guidance | Speech, question and answer |
| | Have the ability to know the field of work that suits on him | Group Guidance | discussion, sociodrama and Movement technique (<i>movement</i>) |

Based on the table above related to the design of Guidance and Counseling program for life skills level in residents learning at PKBM Serang District and based on instrument indicators distributed to residents there were services to be provided, namely classical guidance and group guidance services. Each service in each

category has an association with one another, it meant that when one service has been implemented but the service has not been to solve the problems of resident learning, it is an alternative service. If the alternative services above have not been able to solve the problems of residents learning, they are provided with individual services to overcome these problems.

Conclusion

Based on the results of research on life skills in residents learning package C at PKBM Serang District, it is necessary to have preventive efforts from guidance and counseling teachers. The guidance and counseling are an implication of research that will be carried out by guidance and counseling teachers in order to optimize residents learning in achieving their developmental tasks. Furthermore, to design a guidance program for life skills level of residents learning using guidance and counseling services.

The services provided for the life skill level of residents learning are group guidance services, classical guidance services, and group counseling services. If these alternatives service have not been able to solve the problems of residents learning, they are provided with individual services to overcome these problems. Life skill profiles can be a recommendation in the preparation of a tutoring program to develop life skills for the Residents learning package C at PKBM Serang District, by implementing basic services such as group guidance, classical guidance, and information services.

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