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Profile of Life Skills Comprehension of Elementary School Teachers' in Central Java

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Abstract: This research aims to reveal the comprehension of elementary school teachers about life skills. The survey method was chosen by involving 136 elementary school teachers from 18 districts and cities in Central Java as respondents. The data collection technique used a life skill comprehension test, while the data analysis used descriptive qualitative analysis. The results showed that elementary school teachers' comprehension of students' life skills with the highest score of 77.9% was in comprehension communication skills with empathy and collaboration skills were social skills. While the lowest score is 39.0%, namely understanding of generic academic skills. This is proven by the results of the life skills comprehension test that has been given to 136 respondents. Good comprehension of elementary school teachers will be able to motivate teachers in training and developing life skills for elementary school students through maximum classroom learning, thus it is hoped that elementary school students will have good life skills to face the challenges of the 21 century which is increasingly complex.

Keywords: Teacher comprehension, life skills, 21st century, industrial revolution 4.0, elementary school students

1. Introduction

Various efforts have been made to align the country of Indonesia with other developed countries is not as easy as turning the palm of the hand, although the opportunity and potential for it exists but must be balanced with cooperation and hard work so that future generations are truly ready to face the challenges of a dynamic and complex global market. In order to face future challenges full of unpredictable situations and changes, students as the nation's next generation should have more confidence and ability to deal with them. Thus, it is hoped that students will be able to survive in the face of changes in the industrial revolution 4.0 and the 21st century, a period where it will bring many changes with all the consequences of course. However, there are also risks that may arise, such as reduced Human Resources because they are replaced by machines or robots, therefore students are expected to have communication skills, language skills, have morals and ethics, and spiritual skills commonly called life skills (Elfindri, 2010).

Indonesia is one of the largest countries in the world, so it has huge potential as a producer and user of data. It is not difficult to find evidence of massive use of technology and data, because we can find it easily in everyday life. The proliferation of e-commerce services and online transportation services is undeniable proof of the successful use of big data technology in the country. In addition, there are many startup companies based on data as well as big data technology and artificial intelligence that have sprung up. To encourage the use of big data technology to face the industrial revolution 4.0. The development of big data and AI technology, various national data initiatives such as One Data Indonesia and One Map Indonesia, as well as the use of big data in banking, e-commerce and transportation businesses in responding to the challenges of the Industrial Revolution 4.0 (Sawitri, 2019). Therefore, the Human Resources of this nation must be strengthened to face the changing times.

To improve competent of Human Resources, life skills are needed for teachers and elementary school students in the learning process. These life skills are a unified series of knowledge and life skills (Ambikapathy, Halili, & Ramasamy, 2020). Life skills are a person's needs in this case are teachers and students for effective purposes in solving problems in

the learning process (Ulya, Utomo & Ismaya, 2021). Thus, life skills can be expressed as a person's life skills in facing life's challenges. Life skills as abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life (Suryanti, 2012). In line with this definition, the Ministry of National Education categorizes life skills into four types, including: (a) personal skills which include self-awareness and rational thinking skills, (b) social skills, (c) academic skills, and (d) vocational skills (Anwar, 2006).

Teacher perceptions can affect teacher motivation in applying 21st century skills (Sari, 2019). This means that the understanding or perception of teachers as educators on the life skills of elementary school students is quite important because it can also affect the motivation of teachers in improving the life skills of elementary school students through a learning approach implemented in schools. States that in facing the demands of the 21st century, students are required to be able to use their knowledge and skills, such as; think critically, apply knowledge to new situations, analyze information, understand new ideas, communicate, collaborate, problem solving, and be able to make decisions (Murugayya & Nachiappan, 2022). Therefore, it is important for teachers to understand the life skills possessed by elementary school students (Sahin, 2009).

A teacher plays a role in fostering students so that they can achieve learning objectives as expected. Considering the teacher's very important role in the learning process, the teacher's perception of students is something that cannot be underestimated. Based on the results of research conducted by Anggraini (2018), it is found that learning life skills in natural schools has an impact on student behavior, the application of moral values, awareness and readiness of students for the future. This means that if the teacher has a good understanding and perception of the life skills of elementary school students, the teacher can choose methods of learning approaches that are more effective and efficient in order to improve the life skills of students in dealing with the times in the 21st century (Letchmanan & Saad, 2021).

Based on the description above, it is important to conduct research related to the teacher's comprehension of the life skills of elementary school students. The problems in this research is: What is the Profile of Life Skills Comprehension Elementary School Teachers' in Central Java?

2. Methodology

This research using mix-method, qualitatively and quantitatively. The data was undertaken in several primary school in the marginal in central java, data analysis and research report carried out in areas of semarang. The subject of this research is student 4,5, 6 and 8. They are in 8 district in central java (Tegal, Kendal, Pati, Kota Semarang, Kabupaten Semarang, Temanggung, Purwodadi and Banjarnegara). Analysis of the profile of elementary school teachers' understanding of the life skills of elementary school students using descriptive qualitative research methods. The type of qualitative descriptive research used in this study is intended to describe teachers' perceptions of the life skills of elementary school students in order to face the currents of globalization and the challenges of the 21st century which are increasingly complex in the learning process in elementary schools. The data collection technique used a teacher's understanding of life skills questionnaires. Data analysis in this research was carried out using the Miles, Huberman & Saldana (2014) model to analyze data with three steps including: data condensation, data display, and conclusion drawing and verification. The method of analysis of the data conducted using triangulation mix-method design.

3. Findings and Discussion

3.1 Knowledge

Based on the results of the questionnaire analysis of teachers' comprehension and perception of the life skills of elementary school students, the following data were obtained. The percentage of comprehension related to life skills of 8 items and 136 respondents is as follows:

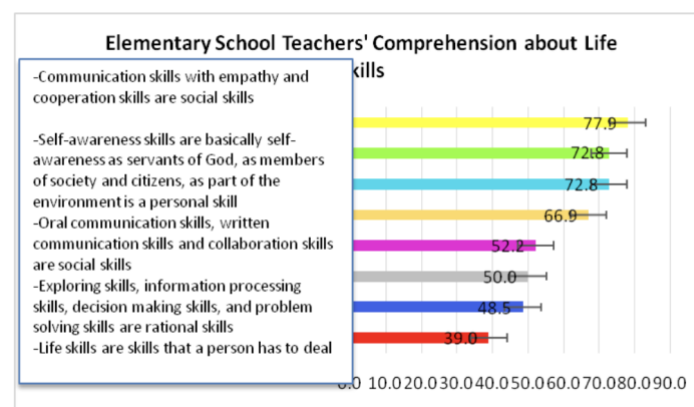


Figure 1. Mean, elementary school teachers' comprehension about life skills. *Questionare Teacher's Comprehension Test Data on Life Skills:2021

Note: The correct answers for each item if sorted from the highest to the lowest score include item 6 at 77.9%; item 5 by 72.8%; item 4 of 72.8%; item 3 of 66.9%; item 1 by 52.2%; item 8 by 50%; item 7 of 48.5%; and item 2 is the item with the lowest score of 39.0%.

Based on 8 test items of elementary school teachers' comprehension of life skills sourced from 136 respondents, it is known that elementary school teachers' comprehension of life skills with the highest score is comprehension of communication skills with empathy and collaboration skills are social skills. The second order is that the teacher's comprehension of self-awareness skills is basically a sense of self as a servant of God Almighty, as a member of society and a citizen, as part of the environment is a personal skill. The third order is the teacher's comprehension of oral communication skills, written communication skills and cooperative skills are social skills. The fourth order is the teacher's comprehension of digging skills, information processing skills, decision making skills, and problem-solving skills are rational skills. The fifth order is the teacher's comprehension of life skills, which are skills that a person must dare to face life's problems with stress. The sixth order is the teacher's comprehension of the skills associated with certain fields of work found in the community, namely vocational skills. The seventh order is the teacher's comprehension of specific life skills, namely academic skills. The eighth skill is the teacher's comprehension of generic academic skills which gets the lowest score among the 8 items of indicators of teacher comprehension of life skills. Here is the description:

In question item number 6, 77.9% understood correctly by the teacher, namely, communication skills with empathy and collaboration skills are social skills. Thus, the teacher has understood that communication skills and empathy are social skills. According to the statement conveyed by (Ma'ruf, 2009) that empathy is an understanding attitude and two-way communication needs to be emphasized to students, because what is meant by communicating is not only conveying messages, but also the contents of the message until and accompanied by a good impression that can foster relationships. harmonious with others

Question item number 5 was correctly understood by the teacher by 72.8%, namely Self-awareness skills are basically self-awareness as a servant of God Almighty, as members of society and citizens, as part of the environment is a personal skill. As stated in the Ministry of National Education (2007) that personal skills are skills needed for a person to know himself as a whole. These skills include self-awareness and thinking skills. Thus, the teacher has understood that personal skills are self-awareness which is oneself as a Servant of God Almighty, oneself as a member of society and a citizen, oneself as part of the environment, and being aware of and being grateful for the advantages and disadvantages one has and making it a capital for improve themselves as individuals who are beneficial for themselves and the surrounding environment (Astuti, 2003).

Question item number 4 is understood correctly by the teacher by 72.8%, namely oral communication skills, written communication skills and cooperative skills are social skills. The item is in accordance with what is stated in the Ministry of National Education (2007) that social skills include communication skills with empathy (communication skills) and skills to work together (collaboration skills). Social skills are communication skills that are carried out orally or in writing. The ability to listen and convey ideas orally and in writing needs to be developed. The ability to listen with empathy will make people able to understand the content of other people's conversations, while the other person feels cared for and appreciated. Thus, the teacher has an comprehension that social skills are needed by students in interacting with the surrounding environment. Thus, it is hoped that students will be able to control the conflicts they face and develop social skills that can create good relationships with those around them.

Question item number 3 is understood correctly by the teacher by 66.9%, namely digging skills, information processing skills, decision making skills, and problem-solving skills are rational skills. The statement in item number 3 is in accordance with (Ma'ruf, 2009) that basically thinking skills are the ability to use the mind or ratio optimally. As stated in the Ministry of National Education (2007) that rational thinking skills are skills needed in developing thinking potential. These skills include the ability to explore and find information, the ability to process information and make decisions as well as creative problem-solving skills. Thus the teacher comprehension that the provision of rational skills to students can be done in various ways, one of which is by providing training not just looking for information or finding ideas related to the problems being faced, but students can sort out good or bad ideas that can used to solve real-life problems.

Question item number 1 was correctly understood by the teacher by 52.2%, namely life skills are skills possessed by someone to dare to face life's problems with stress. The answer is in accordance with the expectations and definitions according to Slamet (2002) that life skills education is the education of abilities, readiness, and skills needed by a person to carry out life and life skills are skills possessed by a person to be willing and brave to face life's problems and live a normal life. without feeling pressured, then pro-actively and creatively seek and find solutions so that they are finally able to overcome them. This is also in line with what is stated in the Law of the Republic of Indonesia Number 20 of 2003 concerning the national education system in Article 26 paragraph 3 which states that life skills are education that provides personal skills, social skills, intellectual skills, intellectual skills, and vocational skills to work or independent work (Depdiknas, 2007). Thus, it can be interpreted that the teacher can understand about life skills in question item 1.

The question item number 8 is correctly understood by the teacher by 50%, namely the skills associated with certain fields of work found in the community are vocational skills. Based on these statements and answers, it can be interpreted that the teacher has understood that vocational skills are skills related to vocational, meaning skills that are related to

certain jobs and rely more on certain skills. In accordance with the statement submitted by Indrasutanto (2017) that vocational skills are skills that are learned by students in vocational schools. Vocational skills that are developed based on broad-based principles are not only seen from one's career development, especially for vocational education.

Question item number 7 is understood correctly by the teacher by 48.5% which is a specific life skill, namely academic skill. This statement is in accordance with statement that life skills education can be divided into two main types, namely: 1) General Life Skills (GLS), 2) Specific Life Skills (SLS). SLS include academic skills and vocational skills. Academic skills (AS) which are often also called intellectual skills or scientific thinking skills are basically the development of thinking skills in the GLS. If thinking skills in the GLS are still general in nature, academic skills are more directed to academic/scientific activities. This is based on the idea that the field of work being handled requires more scientific thinking skills (Ma'ruf, 2009). Thus, the teacher has understood that academic skills are included in the category of specific skills.

Question item number 2 was correctly understood by the teacher by 39%, namely academic skills are generic. The answer is in accordance with Sukidjo's statement (2003: 431) that GLS are skills that are needed by all people, whether they are working, not working, not working or those who are still studying. This means that teachers can understand that academic skills are generic which are needed by everyone, even in this case students. Based on the research results, it is very important for teachers to understand life skills for a child, because it is not enough to only be equipped with academic knowledge. Various things about life skills need to be taught to children, because parents and teachers will not always accompany their life journey. There will be times when children have to face their own problems, live far from their parents, or are faced with complex life choices. So, the teacher can sort out an effective and efficient learning model for students and parents who should have a big hand in applying life skills education in daily life activities. In line with the results of research by Budyartati (2014) that the implementation of life skills education in elementary schools can consider several aspects: (1) integrative models, (2) complementary models, and (3) discrete models. Whichever model is chosen, what is important is that life skills learning is essentially learning that places students as actors in learning. Students have the opportunity to learn actively, both mentally and physically, and this can be obtained if the learning environment is made fun for students.

The application of knowledge related to life skills can be carried out and initiated by students in everyday life. Of course, there must be counseling and even mentoring and counseling about life skills. As done by Yuliana *et al.* (2021) in community service activities that the entrepreneurial skill-based life skill program is intended to provide students with knowledge, both theory and practice so that after going through the program students can use what they get in everyday life, to open business, successful and independent.

Based on information above that's means teacher understanding of life skills has been good enough and hopefully by understanding better than to guide on the development of life skills students would be maximized.

4. Conclusions and Recommendations

The conclusion of this research is that elementary school teachers' comprehension of life skills of elementary school students with the highest score is 77.9% is on item number 6, namely communication skills with empathy and collaboration skills are social skills. While the lowest percentage is 39% which is in item number 2, namely generic academic skills. Thus, the comprehension of elementary school teachers towards the life skills of students will greatly affect how a teacher sorts and selects and implements a method and approach in learning, especially in this case is to train students in improving and developing life skills in face life and life in an environment filled with various problems.

Based on the results of the discussion and conclusions, it is necessary to submit several suggestions as follows: Further research on the comprehension of elementary school teachers on the life skills of students is expected to be able to conduct research in a wider and comprehensive scope, so that it can provide even better benefits, namely contribute to the world of education and add insight into understanding and implementation in training and developing life skills of students in facing the more complex challenges of life in the 21st century. The result of this research also can be used to help improve the quality of students or quality Human Resources (HR) in elementary schools.

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Conflict of Interest

The authors declare no conflicts of interest.

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