

Life Skills Oriented Natural Schools

by Turnitin Indonesia

Submission date: 06-Jul-2023 12:52PM (UTC+0900)

Submission ID: 2127090360

File name: 69-76_nancy.pdf (164.24K)

Word count: 3081

Character count: 16908



Life Skills Oriented Natural Schools

Nancy Trisari Schiff

PJKR Study Program, STKIP Pasundan, Jalan Permana No. 32B, Cimahi, City, West Java 40553, Indonesia

Abstract

A key characteristic of positive youth development (PYD) programs is the opportunity to develop life skills, such as social, behavioral, and moral competencies, which can be generalized to domains beyond hands-on activities. The purpose of our study was to examine whether life skills-oriented nature schools have been integrated into their students. Population and sample of 29 students of Qurani Al-Hikmah Nature School. Method: quantitative descriptive with survey approach. The life skills instrument used the Life Skills Transfer Survey (LSTS), a measure of perceived life skills transfer. The results revealed that Qurani Al-Hikmah natural school oriented life skills have been integrated into the school curriculum and given daily to students bringing changes in attitudes, thoughts and behaviors by providing a pleasant school environment

Keywords: Nature school, life skills.

INTRODUCTION

Education is a process of acquiring learning experiences that are useful for students, and this experience is expected to be able to develop the potential of students so that they are ready to be used to solve the life problems they face. It is for this reason that the concept of constructivism is used as a philosophical foundation in the development of Life Skills education (Sunday Daniel Osaat, 2017)

Life skills are one of the important provisions to deal with various problems that are increasingly developing. This is what makes it important to introduce and teach life skills to every individual from an early age (Ali & Munastiwi, 2021). Therefore, the Nature School prioritizes life skills in their learning so that children can develop with various problems that they can solve.

The model for developing life skills education materials can be done by: a) top down, b) curriculum considerations, and c) paying attention to learning aspects. There are several aspects that need to be considered to develop the substance of a life skills education program, namely: a) Being able to adapt to adult life and harmonize it in everyday life both as individuals and as members of society. b) Should use comprehensive material, mentally retarded children have a character that gets bored quickly in learning, so that the subjects given cover all areas of skills

in daily life activities. c) The subjects given should be relevant to the daily life of children. d) Provide learning materials that can be accounted for. e) It is flexible and f) Community-based, meaning that activity settings are not only in class but can be carried out in the community (BM & Sakina, 2021).

The development of the concept of life skills is based on habituation which aims to develop the ability to help oneself, discipline and socialization as well as acquire basic skills that are useful for survival. In general, life skills-oriented education (Life Skill) for students is a provision in facing and solving life and living problems (Ghosheh Wahbeh et al., 2021), both as independent individuals, citizens, and as citizens.

The benefits of life-centered education: 1) students can survive and develop by equipping them with the right brain, behavior and external behavior that are ready for their future; 2) students have a broad understanding of career development in a changing world of work – a world of work where you can choose, enter, compete and advance in a profession; 3) students can practice in real life, so they can practice without further guidance; 4) students have the degree of independence, openness, cooperation and responsibility necessary for their survival and development; and 5) students have the capacity and ability to overcome the various life problems they face (Mustofa, 2019).

Natural schools are schools with changes in systems, methods, learning targets, and educational paradigms as a whole to improve the quality and results of the education process (Saadati & Sadli, 2019). The model and curriculum development in natural schools are very different from those implemented in ordinary public schools. Natural schools are characterized by nature-based learning where students are not separated by classroom walls (Fauziah & Chasanah, 2021). This helps students to further develop. In addition, curriculum development also leads to the learning process, daily activities, character, self-development of students, other routine activities (Fauziah & Chasanah, 2021).

At the Natural School the emphasis is not on grades but on behavior and the learning process. So no tests, no grades, no rankings. Students are 'graded' by their teachers through daily interactions. Because the emphasis is not on grades, children with special needs can also enter here, such as autistic and hyperactive students. Learning activities carried out through direct practice. Since the school is more like a large garden with trees and grass, it is like a living laboratory. Students learn math, science and other sciences, directly from their environment. Therefore, this Nature school is not oriented towards academic values, but places more emphasis on children's life skills to be able to solve problems in their environment from an early age and children are required to be able to develop their life skills. However, whether the curriculum in natural schools has transferred the value of life skills to all students has not been proven. Thus

the purpose of this study was to examine whether natural schools that are oriented towards life skills have been integrated into their students.

METHOD

This research is a quantitative descriptive research with a survey approach. A total of 29 people, consisting of 13 students and 16 natural school girls at SD Qurani Al-Hikmah were sampled in the study using total sampling technique.

The research instrument used was a questionnaire Life Skills Transfer Survey (LSTS) (Weiss et al., 2014) includes 11 subscales with a total of 50 items used to measure the transfer of life skills from the program environment to other areas in adolescent life. This research uses the subscales of managing emotions (nine items), setting goals (six items), resolving conflicts (eight items), getting help from others (five items), and helping others (five items).

The research procedure by which the participants were asked to evaluate the extent to which the questions related to their experiences on a five-point type Likert scale ranging from 1 (very untrue to me) to 5 (very true to me). The reliability of internal consistency for the LSTS subscale has been demonstrated through previous studies (Weiss et al., 2014).

RESULTS AND DISCUSSION

Results

Life skills transfer survey (LSTS) contains development designed for long-term goals in life skills. In the LSTS there are 46 questions related to achievement life skills expected, the sub questions include: 1) Meeting and greeting; 2) Managing emotional; 3) Goal setting; 4) Resolving Conflicts; 5) Making Healthy Choices; 6) Appreciating diversity; 7) Getting help from others; and 8) Helping others (Weiss et al., 2014). After carrying out the validity and reliability tests, sub questions managing emotional and goal setting omitted is invalid with the assumption that the natural school curriculum is not value-oriented for each subject. The results of data analysis in this study are described in table 1.

Table 1. *Subscale Analyses the Life Skills Transfer Survey (LSTS)*

Subscale	Number of Items	Mean	SD	%
Meeting and greeting	6	3.94	0.57	78.89
Resolving Conflicts	4	3.64	0.15	73.44
Making Healthy Choices	6	3.92	0.09	78.6
Appreciating diversity	5	4.08	0.08	81.7
Getting help from others	5	3.60	0.07	71.7
Helping others	5	3.96	0.18	79.4



Fig 1. Analyses Life Skills Transfer Survey (LSTS)

The table above presents the results of data analysis from the transfer of students' life skills in natural schools. on items meeting and greeting by 78.89%, item resolving of 73.44%, item making healthy choices 78.6%, item appreciating diversity by 71.7%, and helping others 79.4%. It can be interpreted that life skills are well transferred to natural school students.

Discussion

Life skills transfer is a complex process that usually occurs over a long period of time (Pierce et al., 2020). The current study provides support for the notion that values-based exercise programs will promote positive developmental outcomes both within and outside of sport. Ongoing Life Skills programs can demonstrate understanding of what skills are being developed (Heiskanen et al., 2016), illustrate their potential relevance in other contexts, and offer specific examples for use. Other studies have speculated that this is a key component for youth transfer (Allen et al., 2015). The results of this study provide evidence of how learning in schools can transfer life skills.

The results of the study revealed that 78.89% of respondents transferred the value of life skills into attitudes when meeting and greeting by shaking hands, asking questions about themselves, and asking questions to get to know someone they had just met. This illustrates that Education plays an important role in the development of individuals and the nation as a whole (Baum et al., 2013). This aims to prepare individuals with enabling knowledge, skills, attitudes and values that enable them to become productive and creative citizens (Wangdi, 2022).

Many studies have shown that many health problems and mental-emotional disorders have psycho-social roots (Bahmani et al., 2016). Humans need to learn several skills to cope with stressful situations and life struggles. The results of the study show attitudes in resolving conflicts with friends with a good attitude and looking for the best solution from a conflict that occurs. Behavioral scientists believe that one of the most effective programs that help people have better and healthier lives is the Life Skills program. In line with other studies that reveal

life skills programs to help people understand themselves better and have appropriate and effective interpersonal relationships, emotional control, and better skills in dealing with stressful situations and solving problems faced (Gerami et al., 2015)

With regard to making healthy choices, 78.6% of respondents stated that healthy living behaviors reflect the implementation of the life skills education they are undergoing. The results of previous research indicated that students who received the intervention reported having more developmental experiences related to life skills, healthy living behaviors, and good life goals. Academic achievement is not the main intervention (van Geel et al., 2016). In other words, there are benefits from providing life skills training to youth in an educational context (Prajapati et al., 2016).

In-process transfer is one topic that has been largely unexplored in the literature. One of them is implementing pro-social behavior by helping community members, keeping property well-maintained, and making positive decisions to stay in school or avoid problems (Ellis et al., 2016). The results of this study revealed that 71.7% of students value diversity, by not discriminating in making friends with different cultures and backgrounds. Previous research implies that adolescents should only be motivated to apply learning in new contexts, by instilling good behavior. This is important because the environment can be a barrier for young people to engage in pro-social behavior (Jacobs et al., 2017). In addition, in some cases, young people may be motivated to avoid getting involved in problems with their peers, life skills education will teach students how to control themselves not to get involved in fights, responsibility not to skip school (Jacobs & Wright, 2021).

Furthermore, the results of the study show that students implement life skills in socializing by providing assistance to others and receiving help from others by 79.4%. Results from other studies have shown that life skills programs have improved participants' mental health. In fact, students have better feelings about themselves, and fewer personal and interpersonal problems (Savoji & Ganji, 2013).

The research findings reveal that life skills-oriented schools are effective in teaching social, psychological, and behavioral competencies that enable young people to become citizens and productive members of society. Life skills education, as an effective educational capital, which improves social, emotional, and thinking skills (Bolat & Korkmaz, 2021), helps 21st century youth to achieve their goals, by strengthening their ability to meet the needs and demands of today's society. and being successful in life, however further empirical research is needed from future researchers, academics, and professionals in related fields to demonstrate robust findings.

The results of this study will recommend policies related to the inclusion of life skills education programs in the Content Standards (SI) and Graduate Competency Standards (SKL) based on the fact that in education it is not only the pursuit of knowledge but also the development of certain skills, attitudes and values. that can be reflected in the lives of students.

CONCLUSION

The Qurani Al-Hikmah natural school is oriented towards life skills (life skills) has been integrated into the school curriculum and given every day by teachers to students bringing about changes in attitudes, thinking and behavior by providing a pleasant school environment.

Providing life skills education to students can be very helpful because it specifically addresses the needs of children, helps in motivating, provides practical, cognitive, emotional, social and self-management skills for life adjustment. Demonstrate positive outcomes from providing life skills education to students and bringing about changes in the attitudes, thinking and behavior of youth by providing them with a supportive environment.

REFERENCES

- Ali, M., & Munastiwi, E. (2021). Kreativitas Guru dalam Mengajarkan Kecakapan Hidup pada Anak Usia Dini di Masa Pandemi COVID-19. *ThufuLA: Jurnal Inovasi Pendidikan Guru Raudhatul Athfal*, 9(1), 35. <https://doi.org/10.21043/thufula.v9i1.9476>
- Allen, G., Rhind, D., & Koshy, V. (2015). Enablers and barriers for male students transferring life skills from the sports hall into the classroom. *Qualitative Research in Sport, Exercise and Health*, 7(1), 53–67. <https://doi.org/10.1080/2159676X.2014.893898>
- Bahmani, D. S., Hatzinger, M., Gerber, M., Lemola, S., Clough, P. J., Perren, S., von Klitzing, K., von Wyl, A., Holsboer-Trachsler, E., & Brand, S. (2016). The origins of mental toughness - Prosocial behavior and low internalizing and externalizing problems at age 5 predict higher mental toughness scores at age 14. *Frontiers in Psychology*, 7(AUG), 1–10. <https://doi.org/10.3389/fpsyg.2016.01221>
- Baum, S., Ma, J., & Payea, K. (2013). Education pays 2013: The benefits of higher education for individuals and society. *Trends in Higher Education Series*, 1–48. <http://www.dev.skylinecollege.edu/sparkpoint/about/documents/education-pays-2013-full-report.pdf>
- BM, S. A., & Sakina, U. (2021). Upaya Pengembangan Kecakapan Hidup (Life Skill) Terhadap Anak Tunagrahita Di Sekolah Luar Biasa Negeri 1 Kabupaten Wajo. *Jurnal Sipakalebbi*, 4(2), 381–397. <https://doi.org/10.24252/jsipakalebbi.v4i2.18547>
- Bolat, Y., & Korkmaz, C. (2021). Social Values and Life Skills as Predictors of Organizational Culture: A Study on Teachers. *SAGE Open*, 11(2). <https://doi.org/10.1177/21582440211023179>

- Ellis, B. J., Volk, A. A., Gonzalez, J. M., & Embry, D. D. (2016). The Meaningful Roles Intervention: An Evolutionary Approach to Reducing Bullying and Increasing Prosocial Behavior. *Journal of Research on Adolescence*, 26(4), 622–637. <https://doi.org/10.1111/jora.12243>
- Fauziah, M., & Chasanah, C. (2021). *Prosiding SEMAI Seminar Nasional PGMI 2021 Model dan Pengembangan Kurikulum Sekolah Dasar Alam Lukulo Kebumen*. 282–301.
- Gerami, S., Ahmadi, S., Safat, M. B., & Farsi, F. (2015). Life skills training and its effectiveness: A systematic review. *Mediterranean Journal of Social Sciences*, 6(2S1), 385–392. <https://doi.org/10.5901/mjss.2015.v6n2s1p385>
- Ghosheh Wahbeh, D., Najjar, E. A., Sartawi, A. F., Abuzant, M., & Daher, W. (2021). The role of project-based language learning in developing students' life skills. *Sustainability (Switzerland)*, 13(12), 1–14. <https://doi.org/10.3390/su13126518>
- Heiskanen, E., Thidell, Å., & Rodhe, H. (2016). Educating sustainability change agents: The importance of practical skills and experience. *Journal of Cleaner Production*, 123, 218–226. <https://doi.org/10.1016/j.jclepro.2015.11.063>
- Jacobs, J. M., & Wright, P. M. (2021). Thinking about the transfer of life skills: Reflections from youth in a community-based sport programme in an underserved urban setting. *International Journal of Sport and Exercise Psychology*, 19(3), 380–394. <https://doi.org/10.1080/1612197X.2019.1655776>
- Mustofa, E. (2019). Peningkatan Kecakapan Hidup (Life Skill) Melalui Pembiasaan Mencuci tangan. *Jurnal Pendidikan Islam*, 3(1), 25–32.
- Pierce, S., Erickson, K., & Sarkar, M. (2020). High school student-athletes' perceptions and experiences of leadership as a life skill. *Psychology of Sport and Exercise*, 51, 101716. <https://doi.org/10.1016/j.psychsport.2020.101716>
- Prajapati, R., Sharma, B., & Sharma, D. (2016). Significance Of Life Skills Education. *Contemporary Issues in Education Research (CIER)*, 10(1), 1–6. <https://doi.org/10.19030/cier.v10i1.9875>
- Saadati, B. A., & Sadli, M. (2019). Implementasi Pendidikan Inklusi Berbasis Pengembangan Diri Di Sekolah Alam Jogja Green School. *El Midad*, 11(2), 117–132. <https://doi.org/10.20414/elmidad.v11i2.1898>
- Savoji, A. P., & Ganji, K. (2013). Increasing Mental Health of University Students through Life Skills Training (LST). *Procedia - Social and Behavioral Sciences*, 84, 1255–1259. <https://doi.org/10.1016/j.sbspro.2013.06.739>
- Sunday Daniel Osaat, P. . and A. I. A. (2017). *THE PHILOSOPHICAL BASES FOR AFRICAN INDIGENOUS EDUCATION: IMPLICATIONS FOR NIGERIAN EDUCATION*. 13(1), 1–7.
- van Geel, M., Keuning, T., Visscher, A. J., & Fox, J. P. (2016). Assessing the Effects of a School-Wide Data-Based Decision-Making Intervention on Student Achievement

Growth in Primary Schools. *American Educational Research Journal*, 53(2), 360–394.
<https://doi.org/10.3102/0002831216637346>

Wangdi, N. (2022). Investigating the Attitude of Bhutanese Teachers towards Implementing Life Skills Education. *Asian Journal of Education and Social Studies*, 26(4), 67–73.
<https://doi.org/10.9734/ajess/2022/v26i430642>

Weiss, M. R., Bolter, N. D., & Kipp, L. E. (2014). Assessing impact of physical activity-based youth development programs: Validation of the life skills transfer survey (LSTS). *Research Quarterly for Exercise and Sport*, 85(3), 263–278.
<https://doi.org/10.1080/02701367.2014.931558>

Life Skills Oriented Natural Schools

ORIGINALITY REPORT

21 %
SIMILARITY INDEX

20 %
INTERNET SOURCES

20 %
PUBLICATIONS

4 %
STUDENT PAPERS

PRIMARY SOURCES

- | | | |
|---|---|-----|
| 1 | www.tandfonline.com
Internet Source | 7 % |
| 2 | files.eric.ed.gov
Internet Source | 4 % |
| 3 | Paul M. Wright, K. Andrew R. Richards, Jennifer M. Jacobs, Michael A. Hemphill. "Measuring Perceived Transfer of Responsibility Learning From Physical Education: Initial Validation of the Transfer of Responsibility Questionnaire", Journal of Teaching in Physical Education, 2019
Publication | 3 % |
| 4 | ejournal.undiksha.ac.id
Internet Source | 3 % |
| 5 | www.researchgate.net
Internet Source | 3 % |

Exclude quotes Off
Exclude bibliography On

Exclude matches < 50 words

