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Development of the Life Skills Learning Model for Elementary School students as Strengthening the Pancasila Student Profile
Suriswo, Fikri Aulia, Wikan Budi Utami

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Development of the Life Skills Learning Model for Elementary School students as Strengthening the Pancasila Student Profile

Abstract

This study aims to find a life skills learning model that is suitable for students in learning social studies in elementary school. This study uses a research and development (R & D) approach that begins with a preliminary study, followed by limited trials and wider trials, and ends with model validation tests. Limited trials and wider trials which were carried out repeatedly at an elementary school in Tegal City and accompanied by revisions at each trial; and model validation tests were carried out at three elementary schools as the experimental group and three elementary schools as the control group without the presence of the researcher. The focus of development is social studies learning carried out by teachers of class V SD in Tegal City. Data were collected by interview, observation, questionnaire, and learning achievement tests. The model design test is carried out through limited trials and wider trials. Validation of the model design developed using a quasi-experimental design. Data analysis was carried out descriptively, and t-test statistical analysis. The results of the study show that the life skill learning model in social studies learning has been able to improve learning outcomes and students' life skills so that the profile of Pancasila is strengthened.

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INTRODUCTION

People's lives are developing so fast, advances in science and technology have changed people's lifestyles. The acceleration of technological progress has a positive and beneficial impact on human life. But on the other hand, it has brought a number of new problems, such as cultural conflicts, high human dependence on technological outcomes, urbanization, materialistic individualistic attitudes, traffic jams, overpopulation and settlements.

The negative consequences of technological progress question how to fix it so that it develops into a better life through efforts to accommodate the changing demands of society. One of the compulsory subjects encountered from elementary school to high school is the subject of Social Sciences (IPS). Through social studies learning, students are trained to be able to participate actively in the social field, have high social sensitivity and concern. Through these skills students are expected to be able to form positive attitudes and mentality towards various social inequalities that occur in society and prepare themselves to face life's challenges in the future.

Social studies subjects in the independent curriculum are combined with science subjects so that they become natural and social science subjects, with the aim of having students collectively manage the natural and social environment (IPAS) (Sari & Faizin, 2023). However, this study focuses on social studies learning. Social Studies is a combination of a number of social science disciplines

that teach knowledge, values, attitudes, and skills to students to understand the environment and social issues around students. In accordance with the objectives of the social studies subject, it is to form citizens who are able to socialize well and have confidence in their lives in the midst of social and physical strength, so that they can become responsible citizens (Jumriani, 2021; Rahmi et al., 2021).

The social studies learning pattern has not met ideal expectations seen from the essence carried out by social studies. This indication is shown by learning that is still oriented towards mere knowledge transfer and is teacher-centered, and ignores the importance of forming moral attitudes through social studies learning. In other words, the purpose of social studies learning is not just rote learning in students' memories with various facts and material that must be memorized (Jumriani, 2021). The teacher only evaluates the things that have been given without trying to develop facts, concepts, generalizations and theories and apply them in real life. This is supported by the real conditions found, namely students tend to perceive social studies as a boring field of study, less challenging to learn, even as a "second class" science (Widodo et al., 2020).

Judging from the urgency of developing students' life skills, social studies learning in elementary school has not been able to realize it optimally. In addition, personal, social and vocational aspects are not the center of attention in social studies learning in elementary schools. The results of research (Masitoh, 2009) found that the life skills-based curriculum in elementary schools has not been implemented optimally due to the low level of teacher understanding of the implementation of the curriculum.

Life skills are skills, strengths and knowledge that help people deal with the problems of their daily life in an extraordinary way of thinking and carry out their daily obligations effectively (Djibun, 2020; Saravanakumar, 2020) Life skills education for students can help because it specifically addresses the needs of children, helps in motivating, provides practical, cognitive, emotional, social and self-management skills for life adjustment (Sharma, 2022). At the basic education level (SD/MI) the life skills that are developed are more emphasized on generic development (General life skills). The development of special life skills, both academic skills and vocational skills, is introductory in nature and is given in accordance with the physical and psychological development of students. The development of pre-academic skills and pre-vocational skills is intended as a guide for students' talents and interests, while general life skills serve as a basic provision for adjustment in social life.

World agencies such as UNICEF, UNESCO and WHO list ten core Life Skills as: Self-awareness, Critical thinking, Creative thinking, Decision making, Problem solving, Effective communication, Interpersonal relationships skills, Empathy, Coping with stress, and Coping with emotions (Sharma, 2022). This is in line with the Pancasila Student Profile which is carried out on the independent curriculum.

Learning models that lead to the development of life skills are integrated learning models and contextual teaching and learning. (Yulia Siska, 2021) suggests that integrated learning is a learning approach that involves several subjects to provide meaningful experiences to students, so that students understand the concepts they learn through direct experience and relate them to other concepts they

already understand. According to (Johnson, 2011) the contextual learning model is a learning system based on the philosophy that students are able to absorb lessons if they capture meaning in the academic material they receive, and they capture meaning in school assignments if they can associate new information with their prior knowledge and experience. The components of contextual learning are as follows: (1) making meaningful connections; (2) doing meaningful work, (3) doing self-regulated learning, (4) collaborating, (5) thinking critically and creatively, (6) helping individuals to grow and develop (constructivism), (7) achieving standards high, (8) and using authentic assessment. (Johnson, 2011).

In addition, the profile of Pancasila students is the main goal carried out by educational developers, in this case the Ministry of Education and Culture, which is listed in the Regulation of the Minister of Education and Culture Number 20 of 2020 concerning the Strategic Plan for Education and Culture for 2020-2024 (Utami et al., 2022) . The profile of Pancasila students according to there are 6 profiles which are the core competencies in the driving teacher program in realizing the profile of Pancasila students. Among them; 1) have faith, fear God and have noble character; 2) independent; 3) critical reasoning; 4) creative; 5) work together; 6) global diversity. The profile can be illustrated in the form of the following figure;

Picture 1. Pancasila Student Profile Dimensions

The purpose of the first Pancasila student profile is Faith, piety to God Almighty, and having noble character means that Indonesian students have faith, fear God Almighty, and have good character in relation to God Almighty. In carrying out his daily life he understands and applies the principles of his religion and beliefs. The second Pancasila student profile, namely global diversity, has a meaning in order to foster a sense of mutual respect, the potential for the development of a positive noble culture. Indonesian students must uphold their noble culture, locality and identity while maintaining an open mind when interacting with other cultures. The third Pancasila student profile, namely mutual cooperation means that Indonesian students are able to work together, namely the ability to carry out activities cooperatively so that activities can be completed quickly, smoothly and lightly. The fourth Pancasila student profile, namely Mandiri, means that Indonesian students are independent students, that is, where the process and learning outcomes are their responsibility. The fifth Pancasila student profile, namely critical reasoning, means that Pancasila students are students capable of processing both qualitative and quantitative information

objectively by making connections between various types of information, analyzing information, and drawing conclusions. The sixth Pancasila student profile, namely Creative, means that Pancasila students are creative students who are able to create something original, unique, meaningful, useful, and influential (Lubaba & Alfiansyah, 2022).

From the description above, the problem is found, namely how to develop a learning model that is able to equip students' life skills, and synergize social studies subjects into life skills which include personal, social, intellectual and vocational skills needed by students as strengthening the profile of Pancasila students.

METHODS

This study uses a research and development approach. The procedure is a simplification of the procedure recommended by Borg and Gall (2003), as summarized in Figure 1 below.
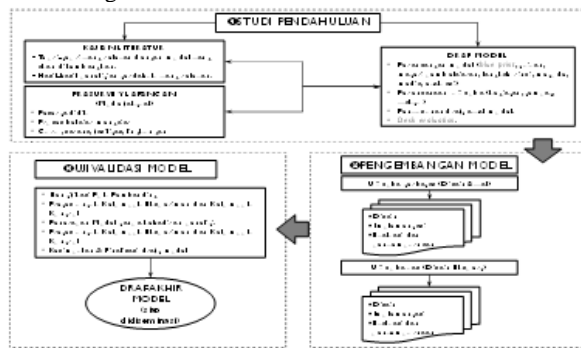

Chart 1. Learning Model Development Procedure

This research was conducted in a number of elementary schools in four sub-districts within the Tegal City area, which included: West Tegal District, Margadana District, East Tegal District, and South Tegal District, involving a number of teachers and students. There were 32 teachers who were involved to fill out a questionnaire in the pre-survey research activities. In the limited trial activities carried out in an elementary school and continued for the main or wider trials with a total of 23 students. Meanwhile, the validation test activities involved three elementary schools for the control class and three elementary schools for the experimental class, totaling 103 students. The determination of the sample was carried out based on stratified cluster random, that is, three elementary schools were taken that had very good, good, and moderate school accreditation.

The success of developing a life skill learning model can be seen from the difference in learning outcomes between students in the experimental class and the learning outcomes of students in the control class, for all stages of the trial. The statistical technique used is the t-test for independent samples and paired samples.
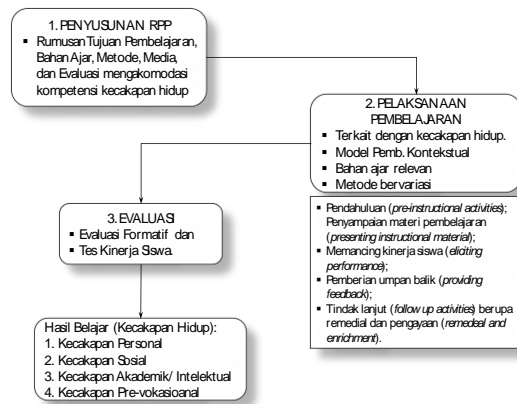
Chart 2. The Profile of the Developed Learning Model

RESULTS & DISCUSSION

The life skills learning model, as a conceptual and empirical learning model so that it can be applied to social studies learning in elementary schools. The resulting model includes three main components, namely learning design, implementation, and evaluation. The learning design includes indicators, types of life skills achieved, materials, teaching and learning activities, tools/media, learning resources, and assessment/evaluation.

Learning objectives, in line with the characteristics of learning life skills which are based on mastering students' life skills. The expected goal of learning life skills is that students can develop attitudes, life skills, life skills, and be able to adapt to the environment. The material is a set of competencies in the form of life skills (self-awareness, rational thinking, and social skills) that students must master. The learning method is contextual, namely by linking the student's environmental conditions, and the media or learning resources used with the utilization of the surrounding environment that is adapted to the subject to be studied.

Life skills learning activities are activities that involve students physically and mentally in interacting with teaching materials. This implementation is carried out in three stages, namely preliminary activities in the form of pre-tests, explaining the achievements to be achieved by students, explaining learning procedures, explaining observation guidelines, dividing discussion groups. The core activity is the process of implementing life skills learning based on learning that can specifically develop life skills competencies. The process of implementing life skill learning is based on a learning model that is oriented towards contextual learning outcomes. The process of learning life skills is developed creatively through the development of teaching materials using methods, selecting media, and utilizing existing sources around students. The implementation of life skill learning includes (1) in the field: (a) students make observations according to the division of groups, (b) students record things that are found according to the observation tools that have been prepared previously, (2) in the class: (a) students discuss findings in groups, (b) students report the results of discussions, (c) conduct debriefing between groups, (d) make presentations by integrating aspects of life skills into everyday life, and (e) optimize student discussion performance in the group. The life skill learning evaluation developed is a written and action evaluation tool. Evaluations are carried out consistently to measure life

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Describes the importance of the most important study discoveries. compares study findings to those of past researches. Does everything fit together or not? Then it is investigated utilizing logical scientific analysis and verified sources.
Describe how the development of the scientific field has been impacted by or aided by these results.
Describe the limits of the study that was done before making recommendations based on them.
Using data from the methods and conclusions, the discussion is looked at from many viewpoints for development research.

skills competencies in the aspects of understanding, attitudes, and skills.

The results of the trials showed an increase in learning outcomes, while the results of the research showed that the learning outcomes of students with the life skills learning model were higher than those with conventional learning models. So it can be concluded that the life skills learning model is more effective in improving learning outcomes.

Some of the findings in this study 1) field findings: Most elementary school teachers in Tegal City have utilized instructional media that are integrated with technological developments, 2) Elementary school teachers in Tegal city have utilized existing learning resources in the community to support life skills, namely by utilizing the home industry household, animal husbandry, and agriculture. The limitations of this research include 1) teacher: the teacher's doubts in applying the life skills learning model because this model is a new learning model. The teacher is used to the learning being carried out so that it is difficult for him to try a new learning model. 2) students: low student learning motivation, and 3) limited facilities and infrastructure.

CONCLUSION

The life skill learning model has been successfully developed in Social Studies learning as indicated by the increase in learning outcomes as indicated by the results of the pre-test and post-test, and the ability of students' life skills through increasing the competence of life skills so that the Pancasila profile is strengthened.

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Minimum 30 reference sources of the latest 3 years (90% in the form of articles from reputable national/international journals)
Using a reference management application (Mendeley recommended)
Follows the APA Edition 7 format

Book

Johnson, Elaine B. (2011) *CTL : Menjadikan Kegiatan Belajar Mengajar Mengasyikan dan Bermakna* (Terjemahan) . Bandung: Penerbit Kaifa

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Abstract

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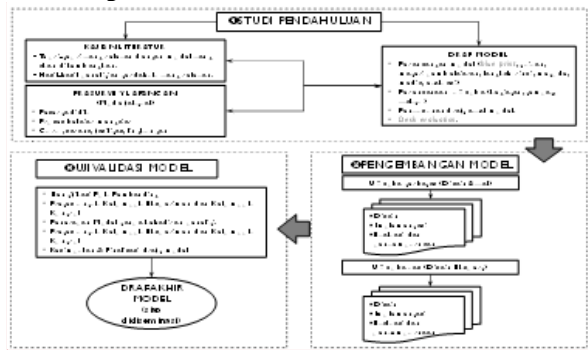> **Commented [DJB12]:** Cant see the content of this pic!!!

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The success of developing a life skill learning model can be seen from the difference in learning outcomes between students in the experimental class and the learning outcomes of students in the control class, for all stages of the trial. The statistical technique used is the t-test for independent samples and paired samples.

Chart 2. The Profile of the Developed Learning Model

Commented [DJB14]: Suggestion: the content of chart 1 need to be translated in english as this paper will be published in the international conference!!

dos this figure represent the findings???? If yes, then need to be moved to results and discussion!!

RESULTS & DISCUSSION

Commented [DJB15]: The result does not represent the discussion form the data collected!! What are the findings??(refer to the aim)
the aim to identify the life learning model.., what are the elements of life learning model? How did the author derived the elements and confirmed with the respondetns involved??

The life skills learning model, as a conceptual and empirical learning model so that it can be applied to social studies learning in elementary schools. The resulting model includes three main components, namely learning design, implementation, and evaluation. The learning design includes indicators, types of life skills achieved, materials, teaching and learning activities, tools/media, learning resources, and assessment/evaluation.

Learning objectives, in line with the characteristics of learning life skills which are based on mastering students' life skills. The expected goal of learning life skills is that students can develop attitudes, life skills, life skills, and be able to adapt to the environment. The material is a set of competencies in the form of life skills (self-awareness, rational thinking, and social skills) that students must master. The learning method is contextual, namely by linking the student's environmental conditions, and the media or learning resources used with the utilization of the surrounding environment that is adapted to the subject to be studied.

Life skills learning activities are activities that involve students physically and mentally in interacting with teaching materials. This implementation is carried out in three stages, namely preliminary activities in the form of pre-tests, explaining the achievements to be achieved by students, explaining learning procedures, explaining observation guidelines, dividing discussion groups. The core activity is the process of implementing life skills learning based on learning that can specifically develop life skills competencies. The process of implementing life skill learning is based on a learning model that is oriented towards contextual learning outcomes. The process of learning life skills is developed creatively through the development of teaching materials using methods, selecting media, and utilizing existing sources around students. The implementation of life skill learning includes (1) in the field: (a) students make observations according to the division of groups, (b) students record things that are found according to the observation tools that have been prepared previously, (2) in the class: (a) students discuss findings in groups, (b) students report the results of discussions, (c) conduct debriefing between groups, (d) make presentations by integrating aspects of life skills into everyday life, and (e) optimize student discussion performance in the group. The life skill learning evaluation developed is a

written and action evaluation tool. Evaluations are carried out consistently to measure life skills competencies in the aspects of understanding, attitudes, and skills.

The results of the trials showed an increase in learning outcomes, while the results of the research showed that the learning outcomes of students with the life skills learning model were higher than those with conventional learning models. So it can be concluded that the life skills learning model is more effective in improving learning outcomes.

Some of the findings in this study 1) field findings: Most elementary school teachers in Tegal City have utilized instructional media that are integrated with technological developments, 2) Elementary school teachers in Tegal city have utilized existing learning resources in the community to support life skills, namely by utilizing the home industry household, animal husbandry, and agriculture. The limitations of this research include 1) teacher: the teacher's doubts in applying the life skills learning model because this model is a new learning model. The teacher is used to the learning being carried out so that it is difficult for him to try a new learning model. 2) students: low student learning motivation, and 3) limited facilities and infrastructure.

CONCLUSION

The life skill learning model has been successfully developed in Social Studies learning as indicated by the increase in learning outcomes as indicated by the results of the pre-test and post-test, and the ability of students' life skills through increasing the competence of life skills so that the Pancasila profile is strengthened.

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Development of the Life Skills Learning Model for Elementary School students as Strengthening the Pancasila Student Profile

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Abstract

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This study aims to determine the development of life skills of elementary school students in social science subjects through the development of life skills education. Learning Social Sciences Education certainly gets the spotlight related to the role of the teachers and the conditions of the students. The teacher still holds power in learning, while students can only follow all directions given by the teacher. As a result, students only memorize and do the teacher's orders. Conditions like this must be changed because it is in accordance with the changing times in the kurikulum merdeka. Learning Social Sciences in schools at various levels of educational development needs to be based on aspects of the curriculum, philosophy and learning theory, as well as various aspects in accordance with the nature of social studies education.. This study uses a research and development (R & D) approach that begins with a preliminary study, followed by limited trials and wider trials, and ends with model validation tests. Limited trials and wider trials which were carried out repeatedly at an elementary school in Tegal City and accompanied by revisions at each trial; and model validation tests were carried out at three elementary schools as the experimental group and three elementary schools as the control group without the presence of the researcher. The focus of development is social studies learning carried out by teachers of class V SD in Tegal City. Data were collected by interview, observation, questionnaire, and learning achievement tests. The model design test is carried out through limited trials and wider trials. Validation of the model design developed using a quasi-experimental design. Data analysis was carried out descriptively, and t-test statistical analysis. The results of the study show that the life skill learning model in social studies learning has improved learning outcomes and students' life skills so that the profile of Pancasila is strengthened.

Keywords: Life skills learning model, IPS, Pancasila student profile

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INTRODUCTION

People's lives are developing so fast, advances in science and technology have changed people's lifestyles. The acceleration of technological progress has a positive and beneficial impact on human life(Cheok, 2015)(Panyajamorn, Suanmali, Kohda, Chongphaisal, & Supnithi, 2018). One of the compulsory subjects encountered from elementary school to high school is the subject of Social Sciences (IPS). Through social studies learning, students are trained to be able to participate actively in the social field, have high social sensitivity and concern. Through these skills students are expected to be able to form positive attitudes and

mentality towards various social inequalities that occur in society and prepare themselves to face life's challenges in the future.

Social studies subjects in the independent curriculum are combined with science subjects so that they become natural and social science subjects, with the aim of having students collectively manage the natural and social environment (IPAS) (Sari & Faizin, 2023). However, this study focuses on social studies learning. Social Studies is a combination of a number of social science disciplines that teach knowledge, values, attitudes, and skills to students to understand the environment and social issues around students(Endri Yunita, 2018; Pgri Bojonegoro & Wiliah Ningtiasih, n.d.). In accordance with the objectives of the social studies subject, it is to form citizens who are able to socialize well and have confidence in their lives in the midst of social and physical strength, so that they can become responsible citizens (Jumriani, 2021; Rahmi, Rustini, & Wahyuningsih, 2021).

The social studies learning pattern has not met ideal expectations seen from the essence carried out by social studies(Saputra, 2016). This indication is shown by learning that is still oriented towards mere knowledge transfer and is teacher-centered, and ignores the importance of forming moral attitudes through social studies learning. In other words, the purpose of social studies learning is not just rote learning in students' memories with various facts and material that must be memorized (Jumriani, 2021). The teacher only evaluates the things that have been given without trying to develop facts, concepts, generalizations and theories and apply them in real life. This is supported by the real conditions found, namely students tend to perceive social studies as a boring field of study, less challenging to learn, even as a "second class" science (Widodo, Indraswati, Sutisna, Nursaptini, & Anar, 2020).

Judging from the urgency of developing students' life skills, social studies learning in elementary school has not been able to realize it optimally. In addition, personal, social and vocational aspects are not the center of attention in social studies learning in elementary schools. The results of (Muhammad, & Sambas, 2020) found that the life skills-based curriculum in elementary schools has not been implemented optimally due to the low level of teacher understanding of the implementation of the curriculum.

Life skills are define as skills, strengths and knowledge that help people deal with the problems of their daily life in an extraordinary way of thinking and carry out their daily obligations effectively (Djibun, 2020; Saravanakumar, 2020). Life skills education for students can help because it specifically addresses the needs of children, helps in motivating, provides practical, cognitive, emotional, social and self-management skills for life adjustment (Sharma, 2022). At the basic education level the life skills that are developed are more emphasized on generic development (General life skills)(Alfa, 2016; Ananto, 2019; Nur Shaumi, 2015). The development of special life skills, both academic skills and vocational skills, is introductory in nature and is given in accordance with the physical and psychological development of students. The development of pre-academic skills and pre-vocational skills is intended as a guide for students' talents and interests, while general life skills serve as a basic provision for adjustment in social life(Yuliwulandana, 2016).

World agencies such as United Nations International Children's Emergency Fund, The United Nations Educational, Scientific and Cultural Organization and The World Health Organization, list ten core Life Skills as: Self-awareness, Critical thinking, Creative thinking, Decision making, Problem solving, Effective communication, Interpersonal relationships skills, Empathy, Coping with stress, and Coping with emotions (Sharma, 2022). This is in line with the Pancasila Student Profile which is carried out on the independent curriculum.

Learning Social Sciences in schools at various levels of educational development needs to be based on aspects of the curriculum, philosophy and learning theory, as well as various aspects in accordance with the nature of social studies education. To implement social studies learning that integrates life skills education, a learning model that has similarities in appropriate characteristics is needed. Learning models that lead to the development of life skills are integrated learning models and contextual teaching and learning. (Yulia Siska, 2021) suggests that integrated learning is a learning approach that involves several subjects to provide meaningful experiences to students, so that students understand the concepts they learn through direct experience and relate them to other concepts they already understand. According to (Johnson, 2011) the contextual learning model is a learning system based on the philosophy that students are able to absorb lessons if they capture meaning in the academic material they receive, and they capture meaning in school assignments if they can associate new information with their prior knowledge and experience. The components of contextual learning are as follows: (1) making meaningful connections; (2) doing meaningful work, (3) doing self-regulated learning, (4) collaborating, (5) thinking critically and creatively, (6) helping individuals to grow and develop (constructivism), (7) achieving standards high, (8) and using authentic assessment. (Johnson, 2011).

In addition, the profile of Pancasila students is the main goal carried out by educational developers, in this case the Ministry of Education and Culture, which is listed in the Regulation of the Minister of Education and Culture Number 20 of 2020 concerning the Strategic Plan for Education and Culture for 2020-2024 (Utami, Wedi, & Aulia, 2022) . The profile of Pancasila students according to there are 6 profiles which are the core competencies in the driving teacher program in realizing the profile of Pancasila students. Among them; 1) have faith, fear God and have noble character; 2) independent; 3) critical reasoning; 4) creative; 5) work together; 6) global diversity.

The purpose of the first Pancasila student profile is Faith, piety to God Almighty, and having noble character means that Indonesian students have faith, fear God Almighty, and have good character in relation to God Almighty. In carrying out his daily life he understands and applies the principles of his religion and beliefs. The second Pancasila student profile, namely global diversity, has a meaning in order to foster a sense of mutual respect, the potential for the development of a positive noble culture. Indonesian students must uphold their noble culture, locality and identity while maintaining an open mind when interacting with other cultures. The third Pancasila student profile, namely mutual cooperation means that Indonesian students are able to work together, namely the ability to carry out activities cooperatively so that activities can be completed

quickly, smoothly and lightly. The fourth Pancasila student profile, namely Mandiri, means that Indonesian students are independent students, that is, where the process and learning outcomes are their responsibility. The fifth Pancasila student profile, namely critical reasoning, means that Pancasila students are students capable of processing both qualitative and quantitative information objectively by making connections between various types of information, analyzing information, and drawing conclusions. The sixth Pancasila student profile, namely Creative, means that Pancasila students are creative students who are able to create something original, unique, meaningful, useful, and influential (Lubaba & Alfiansyah, 2022)(Utami, Wedi, & B, 2023).

From the description above, the problem is found, namely how to develop a learning model that is able to equip students' life skills, and synergize social studies subjects into life skills which include personal, social, intellectual and vocational skills needed by students as strengthening the profile of Pancasila students.

METHODS

This study uses a research and development approach. The procedure is a simplification of the procedure recommended by Borg and Gall (2003), as summarized in Figure 1 below.
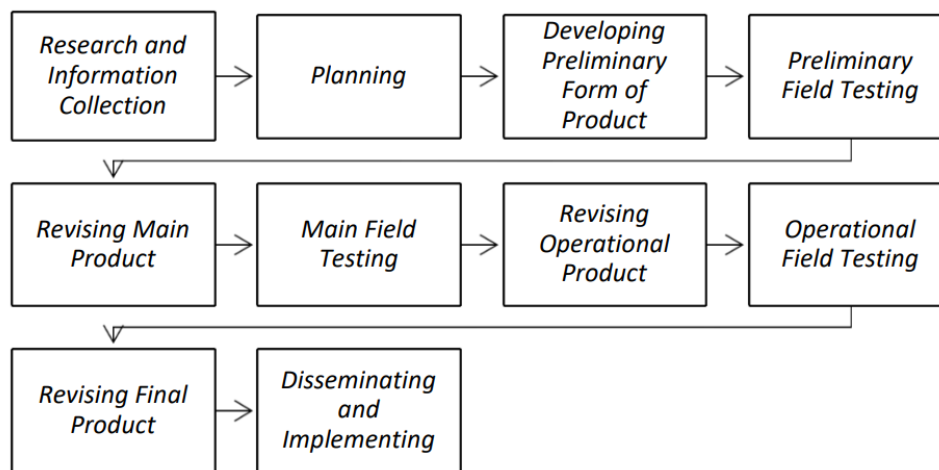

Chart 1. Learning Model Development Procedure

This research was conducted in a number of elementary schools in four sub-districts within the Tegal City area, which included: West Tegal District, Margadana District, East Tegal District, and South Tegal District, involving a number of teachers and students. There were 32 teachers who were involved to fill out a questionnaire in the pre-survey research activities. In the limited trial activities carried out in an elementary school and continued for the main or wider trials with a total of 23 students. Meanwhile, the validation test activities involved three elementary schools for the control class and three elementary schools for the experimental class, totaling 103 students. The determination of the sample was

carried out based on stratified cluster random, that is, three elementary schools were taken that had very good, good, and moderate school accreditation.

RESULTS & DISCUSSION

The life skills learning model, as a conceptual and empirical learning model so that it can be applied to social studies learning in elementary schools. The resulting model includes three main components, namely learning design, implementation, and evaluation. The learning design includes indicators, types of life skills achieved, materials, teaching and learning activities, tools/media, learning resources, and assessment/evaluation(Ananto, 2019).

The success of developing a life skill learning model can be seen from the difference in learning outcomes between students in the experimental class and the learning outcomes of students in the control class, for all stages of the trial. The statistical technique used is the t-test for independent samples and paired samples.

Making Lesson Plan:
- Learning Objectives
- Learning resources
- Method
- Learning media
- Evaluation on life skills

Implementation:
- Learning with life skills
- Contextual learning model
- Learning resources
- Various method

Evaluation:
Formative & sumative

Learning Outcome:
- Personal skills
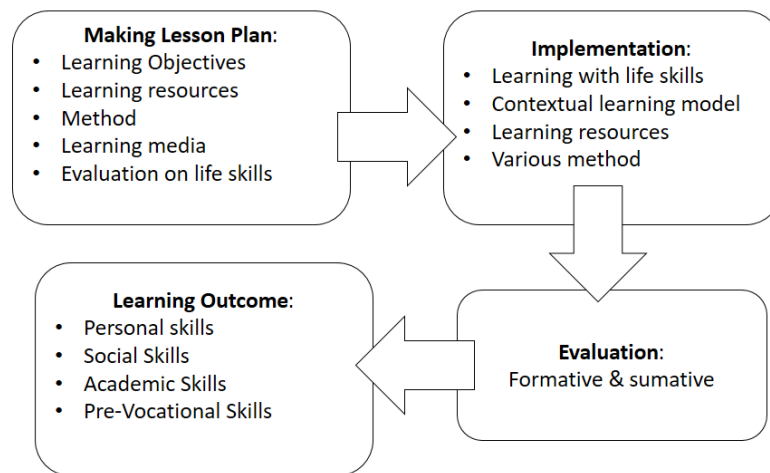- Social Skills
- Academic Skills
- Pre-Vocational Skills

Chart 2. The Profile of the Developed Learning Model

Learning objectives, in line with the characteristics of learning life skills which are based on mastering students' life skills. The expected goal of learning life skills is that students can develop attitudes, life skills, and be able to adapt to the environment. The material is a set of competencies in the form of life skills (self-awareness, rational thinking, and social skills) that students must master. The learning method is contextual, namely by linking the student's environmental conditions, and the media or learning resources used with the utilization of the surrounding environment that is adapted to the subject to be studied.

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2022). The process of learning life skills is developed creatively through the development of teaching materials using methods, selecting media, and utilizing existing sources around students. The implementation of life skill learning includes (1) in the field: (a) students make observations according to the division of groups, (b) students record things that are found according to the observation tools that have been prepared previously, (2) in the class: (a) students discuss findings in groups, (b) students report the results of discussions, (c) conduct debriefing between groups, (d) make presentations by integrating aspects of life skills into everyday life, and (e) optimize student discussion performance in the group. The life skill learning evaluation developed is a written and action evaluation tool. Evaluations are carried out consistently to measure life skills competencies in the aspects of understanding, attitudes, and skills.

The results of the trials showed an increase in learning outcomes, while the results of the research showed that the learning outcomes of students with the life skills learning model were higher than those with conventional learning models. So it can be concluded that the life skills learning model is more effective in improving learning outcomes.

Some of the findings in this study 1) field findings: Most elementary school teachers in Tegal City have utilized instructional media that are integrated with technological developments, 2) Elementary school teachers in Tegal city have utilized existing learning resources in the community to support life skills, namely by utilizing the home industry household, animal husbandry, and agriculture. The limitations of this research include 1) teacher: the teacher's doubts in applying the life skills learning model because this model is a new learning model. The teacher is used to the learning being carried out so that it is difficult for him to try a new learning model. 2) students: low student learning motivation, and 3) limited facilities and infrastructure.

CONCLUSION

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