

Life Skills Education in Course Institutions at Tegal and its Challenges in the 21st Century Era

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***Abstract;** The paper aims to analyze life skills education in training and course institutions (LPK) in Tegal City, and how life skills can maintain the existence of life in the 21st era. The discussion of this paper reveal that education in training and course institutions (LPK) in Tegal City is not only mastery is in the form of hard skills, specific skills, but there are spiritual skills (SS). These three skills determine success. This conclusion is life skills fulfill three skill content, namely generic skills, specific skills and spiritual skills (SS). The three types of skills are an inseparable bond, besides mastering the three skills can survive global challenges that are increasingly difficult and complex.*

***Keywords.** hardskill; specific skill; spiritual skill; survive*

Introduction

Along with the rapid development of science and technology, the need for strong, reliable, diligent, unyielding human resources is inevitable. Resources that are able to answer all the challenges and obstacles that are increasingly complex, especially in the 21st century, are indispensable to ensure the continuity of life in the future. Therefore, the mastery of each individual's competence continues to be improved, and if not, it will be left behind. Era 21 is a very complex era, competence is not only in the form of hard skills, but there are also specific skills, which are very much needed as defense. the higher the level of one's defense, it is guaranteed to be able to keep the fort from failure, or can minimize the risk of failure. Resilience is not only material but also spiritual or non material (Fristianingroem, 2021).

Tampubolon (2002) global life gives a challenge and open opportunities automatically for economic development and qualified Indonesian human resources taking competition for work opportunities in Indonesia and abroad. The global era shows that challenges and competition are increasingly difficult and complex. The skills possessed are a guarantee of success. the higher the level of mastery of skills, the higher the success rate of solving problems and challenges. WHO (1993) defines life skills as the abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life.

Course institutions or called training and skills institutions (LPK) are included in the concept of non-formal education, which includes all forms of education outside formal education, such as primary school, secondary school, vocational school and higher education. Even though it is referred to as non-formal education,

the expectation of completeness in the substance of educational goals is in non-formal education. In other words, non-formal education can be said to be parallel to formal education and vocational education.

As the statement of (UU Nomor 20 Tahun 2003) Law No. 20 of 2003 concerning the National Education System, article 26 paragraph 2, shows that non-formal educational institutions or training and course institutions (LPK) have the same obligations as formal education, or vocational education, namely developing the potential of students with an emphasis on mastery of knowledge and functional skills as well as the development of professional attitudes and personality, in order to support lifelong education and competitive globally.

There are several views which state that formal education is more dominant in the content of knowledge (Tsering Y. and Urmi N.B., 2012) and has not become a leading sector in potential or talent, as well as attitude or personality content (Tilaar, 2009) is a problem in education in Indonesia today. The doctrine of education, which shows the level of intelligence and intelligence depending on individual knowledge, has trapped generations and all components of education, including teachers and society, to be immersed in the darkness of educational norms, thereby eliminating the basic concept of education itself.

It is an obligation for non-formal education or educational courses and training institutions (LPK) to be involved and become a counterpart to and complement the contents of the lack of formal education. Formal education or educational institutions and courses must move quickly and intelligently to develop the basic problems of this nation. The contents of the education and learning curriculum, as well as the determination of the vision and mission that have good character of knowledge, skills, attitudes and personality as well as spiritual concepts must be managed properly, with effective and efficient management mechanisms.

The challenges of non-formal education are increasing along with the development of science and technology. The task that is charged is too heavy, in addition to covering the mastery of all aspects of knowledge, attitudes, as well as mastery of special skills. The burden that is juxtaposed with it is irrelevant to reality. A real gap exists when compared to formal education, in terms of funding, governance or management. It's like "*hidup segan mati tak mau*". Many non-formal institutions are not running due to these factors, besides the lack of priority scale needs from the community for the presence of non-formal education is not optimal, in other words the public's view still contains subjective values of course institutions.

Life Skill. UNESCO (2012) dan UNICEF (2012) *life skills are the combination of skills (what one has), knowledge (what one knows), and attitudes (what one believes and values) that constitute a set of competencies (what one can do) that enable youth to adapt to, function and thrive in society.* UNESCO and

UNICEF's outline shows that life skills are a combination of knowledge skills with behavioral abilities, so that young people are able to adapt, keep pace with everything that develops in society. According to the World Health Organization (WHO) in Life Skills Education in Schools, Life skills are various skills or abilities to be able to adapt and behave positively, which allows a person to be able to face various demands and challenges in his daily life effectively. The Broad-Based Education team interprets life skills as skills possessed by a person to be willing and brave to face life's problems and life naturally without feeling pressured, then proactively and creatively seek and find solutions so that they are finally able to overcome them. Barrie Hopson and Scally (1981) suggest that life skills education is self-development to survive, grow, and develop, having the ability to communicate and relate both individually, in groups and through systems in dealing with certain situations.

According to the concept, life skills can be divided into two main types, namely generic life skills (GLS) and specific life skills (SLS). Generic life skills consist of personal skills and social skills. Personal skills include self-awareness skills and thinking skills. The ability to know oneself is basically a self-appreciation as a creature of God Almighty, as a member of society and a citizen, as well as realizing and being grateful for the advantages and disadvantages possessed as well as capital in improving himself as an individual who is beneficial to the environment. Thinking skills include the ability to recognize and find information, process and make decisions, and solve problems creatively. Meanwhile, social skills include communication skills and collaboration skills.

Specific life skills are skills to deal with a particular job or situation. These skills consist of academic skills or intellectual skills, and vocational skills. Academic skills are related to areas of work that require more intellectual thought or work. Academic skills are often called intellectual skills or scientific thinking skills which are basically the development of general thinking skills, but lead to scientific activities. These skills include, among others, the ability to identify variables, explain the relationship of a particular phenomenon, formulate hypotheses, design and carry out research. To build these skills, a scientific, critical, objective, and transparent attitude is also needed.

Vocational skills are related to areas of work that require more motor skills. These skills are often referred to as vocational skills, meaning a skill that is associated with a particular field of work in the community or student environment. Vocational skills are more suitable for students who pursue jobs that rely on psychomotor skills rather than scientific thinking skills. Vocational skills are divided into basic vocational skills and special vocational skills. Basic vocational skills relate to how students use simple tools, for example: screwdrivers, hammers, etc.; perform basic movements, and read simple drawings. This skill is related to an

attitude of obedience to principles, precision, accuracy, and timeliness that leads to productive behavior. Special vocational skills are only needed for those who will pursue jobs that are in accordance with their fields. For example, mechanic workers, pharmacists, handymen, technicians, or concocting menus for those who pursue culinary work, and so on.

Thus it can be said that life skills are all forms of skills that must be possessed by a person in defending himself and at the same time developing his abilities so that he can survive all obstacles and challenges, both coming and future. In this study, the concept used to analyze skills consists of three skills, namely generic skills, specific skills and spiritual skills.

Courses Education and Non Formal Education. In general, non-formal education is education outside formal schools, for example educational institutions, courses and training, study groups, community learning activity centers, majlis taklim, non-formal early childhood education, self-study guidance, and so on. As in the Government Regulation of the Republic of Indonesia Number 17 of 2010 concerning the Management and Implementation of Education, it states about; (31) non-formal education is a path of education outside of formal education that can be carried out in a structured and tiered manner; (32) Study group is a non-formal education unit consisting of a group of community members who teach each other their experiences and abilities in order to improve their quality and standard of living; (33) Community learning activity center is a non-formal education unit that organizes various learning activities in accordance with community needs on the basis of initiatives from, by, and for the community.

The definition of non-formal education according to the National Education System Law contained in Article 1 paragraph 12 is an educational pathway outside of formal education that can be carried out in a structured and tiered manner. Meanwhile, a more detailed explanation is described as follows: (1) Non-formal education is provided for community members who need educational services that function as substitutes, additions, and/or complements to formal education in order to support lifelong education; (2) Non-formal education functions to develop the potential of students with an emphasis on mastery of knowledge and functional skills as well as the development of professional attitudes and personalities; (3) Non-formal education includes life skills education, early childhood education, youth education, women's empowerment education, literacy education, skills education and job training, equality education, and other education aimed at developing students' abilities; (4) Non-formal education units consist of course institutions, training institutions, study groups, community learning activity centers, and taklim assemblies, as well as similar educational units; (5) Courses and training are held for people who need knowledge, skills, life skills, and attitudes to develop themselves, develop their professions, work, independent businesses, and/or

continue their education to a higher level; (6) The results of non-formal education can be valued equal to the results of formal education programs after going through an equivalence assessment process by an institution appointed by the Government or local government with reference to national education standards.

Unesco (1972) non-formal education or education outside of school has obedience, low uniformity, programs and goals vary widely, while students are not strict, requirements are relatively loose, and different diagnostic, planning and evaluation techniques, when compared with school or formal education. In contrast to Mastuhu's (1982) view, basically, there is no formal education and non-formal education. Actually, there is only one education, it does not recognize the difference between formal and non-formal. There is no in-school education and out-of-school education. When distinguishing between formal education and non-formal education, it is merely to show the difference in emphasis. Formal Education focuses more on education in schools, while Non-Formal Education emphasizes more on the educational process carried out outside of school.

The point of similarity between formal education and non-formal education is on the orientation of educational outcomes, which includes competence in terms of knowledge, attitudes and skills, although the mechanism is somewhat different but in orientation has similarities, as Noeng Moehadjir (1982) views Non-Formal Education has a program structure and rules relatively looser academic Also the structure of the program in Non-Formal Education is more focused on meeting fragmentary needs and is more of an alternative and tentative program, and the emphasis on non-formal education is on income and employment. Article 101 of PP No. 2 17 of 2010, also emphasizes the equality of outcomes between formal education and non-formal education. With the equality of appreciation between the results of formal education and non-formal education, it is expected to be able to show that there should be no difference between the two types of education.

Long Life Education. Lifelong education is a big concept in education all over the world, both formal education and non-formal education or training institutions and courses. The interpretation of this statement shows us that education is mandatory for anyone, be it children, adolescents, parents, who are still in school, or have dropped out of school, are required to be able to receive education (Cropley, A.J. 1979). As our national goal is stated in the preamble to the 1945 Constitution, one of the goals is ... "to educate the life of the nation"..... It is described in Article 31 of the 1945 Constitution which again states that every citizen has the right to education and the government is obliged to finance it.

Law No. 2 of 1989 Article 4 states that national education aims to educate the nation's life and develop Indonesian people as a whole, namely humans who believe and fear God Almighty and have noble character, have knowledge and skills, physical and spiritual health, good personality. steady and independent and a sense

of responsibility. Law No. 2 of 1989 confirms that lifelong education is stated in Article 10 paragraph (1) which states that education is carried out through two channels, namely school education (formal) and out-of-school education (non-formal). The path of education outside of school in this case includes family education. As verse (4) family education is part of the out-of-school education pathway that is held within the family and which provides religious beliefs, cultural values, moral values and skills.

Based on the statement, it can be said that educational institutions, both formal and non-formal, or training and course institutions, have the same rights, have the same functions and responsibilities to contribute in educating the nation and state. Meanwhile, Unesco added the concept of long life education, which consists of four sub-concepts, namely learning to know, learning to do, learning to be, and learning to live together. In other words, lifelong education is a continuous process that starts from the moment a person is born until he dies.

Education Management of Life Skill. The substance of education management is about the process of planning, organizing, implementing, and evaluating (Silalahi, 1994; Gaffar, 1996; Fattah, 2004) of an educational activity both at school and in non-formal education. The function of education management is to streamline and streamline educational activities according to the planned time and maximize success. Educational management is a must. The mandatory value for education to carry out good management is an indicator of the existence of that education. As stated by Supriadi (2001) suggested several principles, namely: (1) Education is a vehicle for national empowerment by prioritizing the creation and maintenance of the configuration of components of dynamic sources of influence, for example: family, school, mass media, and the business world; (2) The reconstructionist principle in which education must be able to produce products needed by the community always requires big changes based on big ideas; and (3) Education with global principles so that education must be able to play a role and prepare students in the constellation of global society. Therefore the management of education becomes an absolute thing in a process of educational activities in educational institutions.

Non-formal education institutions, are educational institutions that provide various forms of educational activities and skills. The concept of education management in a training and course institution has similarities with other formal educational institutions, namely referring to the contents of Urgan-undang Nomor 20 Tahun 2003 (Law Number 20 of 2003) concerning the National Education System. No matter what, when an institution is referred to as an educational institution, it is obliged to develop a predetermined standard of education. The standards determined by Law Number 20 of 2003 concerning the National Education System are, junto the Regulation of the Minister of National Education

Number 63 of 2009, stating that the quality of the quality of educational institutions refers to content standards, process standards, graduate competency standards, standards of educators and education personnel, facilities and infrastructure standards, management standards, financing standards, and education assessment standards.

Life skill in 21 Century. Burnett and Jayaram (2012); Brewer (2013), the concept of life skills education has evolved into a broader concept of 21st-century skills, encompassing skills and competencies for employability, such as: flexibility and adaptability, initiative and self-direction, social and cross cultural skills, productivity and accountability, leadership and responsibility; and learning and innovation skills such as critical thinking, communication, collaboration and creativity.

Based on Permendikbud Number 23 of 2017 concerning School Days, there are several things that are strengthened from the 2013 revised Curriculum 2017 namely (1) strengthening character education, (2) mastering literacy, and (3) strengthening high order thinking skills. While the character is emphasized on aspects of religiosity, nationalism, independence, mutual cooperation and integrity. In mastering literacy, the emphasis is on 21st century literacy which is summarized in the 4Cs, namely (1) creative, (2) critical thinking, (3) communicative and (4) collaborative. The 4C aspects include several higher-order thinking competencies. (Ibda, 2017).

Discussion

Profile of Training Institutions and Courses in the City of Tegal

The sampling used to explain was legal courses SKi Com. SKi Com is one of the non-formal educational institutions in the City of Tegal that has a legal entity, precisely located on Jl. Sepat No. 16 Tegal Sari, West Tegal District, Tegal City. SKI Com was founded in 2009, and already has three types of non-formal education media, namely computer technicians, laptop technicians, and network technicians, as well as robotics. Along with developments and needs, additional types of education are added by car steering technicians. As an institution that has similarities with other formal institutions, SKI Com also has a vision and mission, namely "Realizing Professional, Reliable, Character, Quality, and Faithful Non-Formal Education. This vision and mission clearly implies that it contains three components of competence, namely knowledge, skills, personality and spiritual competencies.

The elaboration of the vision is: (a) Professional is to carry out the learning process in accordance with abilities and expertise. The meaning of professional in SKI Com education follows the learning carried out by educators who are in accordance with their field of expertise, tough and accountable; (b) Trusted is to

prioritize the value of public trust, that SKI Com's non-formal education is able to guarantee and be responsible both in the educational process and later after graduation; (c) Character is good education and learning must have good character values. Good character is the main capital of graduation skills to establish a job or network; (d) Quality is being able to compete with graduates from other formal schools; (e) Faith is having an unyielding nature, always trying, and praying to God Almighty (see Table 1).

Table 1. life skill of course education in Tegal

Life skill	Forms of skill	Describe
Generic skill	Personal skill	Responsibility, confidence, commitment, consistency, courage, never give up
	Social skill	Collaborating with colleagues, accepting criticism and suggestions, discussing problem solving, solidarity, being open, polite, smiling, and always greeting when meeting, encouraging friends
	Thinking skill	Able to think critically, creatively, and able to initiate
Specific skill	Academic skill	Mastery of knowledge about computers, programs to create documents on computers, mastery of knowledge about robotics, and mastery of understanding how to drive a car.
	Special skill	Assembling computers, servicing computers, creating documents with Microsoft word/excel, assembling robots, making remote controls, able to drive cars
Spiritual skill	Have faith and fear God Almighty	Have a sincere nature, always put your trust and pray, <i>tawaddu</i> ') that is believing in God that humans must try, God who gives the best.

Management of Life Skills Education at Course Institutions in Tegal City

Planning for life skills education at SKI Com includes the preparation of syllabus, preparation of lesson plans. Substantially, the formal education planning at SKI Com shows similarities with other formal education, it aims to fulfill a good management mechanism. Management benefits show that planning has an impact on the success of an activity process, in other words that activities can run effectively, efficiently and the level of achievement of goals goes well.

In the process of implementing the activities, it is divided into three parts, namely preliminary activities, core activities, and final activities. Preliminary activities are activities carried out to prepare students before participating in the learning process. Preliminary activities are to prepare everything so that the learning process can run as effectively and efficiently as possible. The form of preparation carried out is in addition to the literal form or various forms of administration by the teacher, for example the readiness of learning facilities and infrastructure, also the most important thing is that the teacher must be able to

provide enthusiasm and motivation to students. The form of motivation that can be done is how a teacher is able to provide a mental spirit that is able to arouse the enthusiasm of students to continue to try and work hard to realize their own interests. Working hard, never giving up, praying and balanced with the right character are the main activities before the learning process begins. A fitting description is the manager of SKI Com as a reliable and proven motivator, with various achievements he has achieved.

The core activity is the process of implementing learning in the form of knowledge transformation from the material presented in the classroom. Core activities include the ways or steps taken to send messages so that the message reaches the predetermined targets. The targets in learning are students or students. In order for the message to be conveyed as intended, the right approach and delivery method must be used. The closing activity aims to reflect and evaluate the implementation of the learning that has been carried out. The results of the reflection become apperception material at the next meeting. Reflection can be in the form of feedback, criticism, suggestions, and problems that arise and are discussed at the next meeting.

Assessments carried out in non-formal education are no more than adopting aspects of assessments carried out in formal education, or are limited to the ability and willingness of the institution owner or the activeness of the teaching staff. The assessments carried out in SK'I Com non-formal education basically have similarities in the aspects of the assessment carried out by formal education. Aspects of knowledge, skills, and aspects of life skill-based assessment.

Course education or non-formal education is related to efforts to improve human resources by training (Edwin. B.Flippo cited Kamil, 2012). Although the position of non-formal education is juxtaposed with formal education, in reality this is not the case. In accordance with the mandate of the National Education System Law Number 20 of 2003, non-formal education should receive the same treatment as other education. The gap between the two educational institutions is very striking, not in line with the mandate of the law. however, some non-formal educational institutions apply in accordance with applicable rules, namely by carrying out substantive educational activities. This is nothing more than an effort to develop and exist for activities, which are carried out independently and without interference from government policies, other than that many institutions are no longer operating due to the absence of students, funds, and attention from the government.

Meanwhile, the government's attention is focused on formal education, which is considered capable of creating human resources. In cognitive goals maybe yes, but not in vocational abilities or special skills. The problem of unemployment is due to the unavailability of specific written skills from BPS data in 2017. In addition

to hard skills that are not or lack thereof, specific skills and spiritual skills are also important factors in overcoming unemployment. These three skills are the success factors for every individual, both in the current era and in the era of globalization, where the challenges and obstacles are getting tougher. The purpose of mastering this ability is to be able to become a fortress and at the same time be able to solve every problem it faces.

Therefore, non-formal educational institutions should not be seen from the back of the eye, or functioned under the table. The function of non-formal education must be in a position parallel to other formal education, as well as various policies issued by the government. Complementing each other, togetherness in improving human resources is a goal that should be the essence of sharing educational institutions, both formal education and non-formal education.

In addition, good management is needed for non-formal education, due to the importance of quality values. Effective and efficient education management is an absolute requirement for educational institutions to be able to survive the new shift in values. Management of life education should be applied not only in non-formal education environments, but also in other formal educational institutions, so that synergy and cohesion appear, as has been the case, namely the lack of harmony and lack of cohesiveness between non-formal educational institutions and other formal educational institutions (Fristianingroem, 2021).

Effective and efficient education management is not only shown in the competition between the two types of educational institutions, but is intended as collaboration, cooperation and mutual need. This is to counter the practice of an attitude that tends to feel good on its own in educational institutions. Effective and efficient management of life skills education also collaborates to keep the institution alive and sustainable. Take care of each other, complement each other's needs that are lacking, between formal educational institutions and informal educational institutions.

Conclusion

Life skills education at the Training and Course Institute (LPK) in Tegal City has three forms of life skills, namely generic skills, specific skills, and spiritual skills. Spiritual skill is an effort to lead a person to God, who created nature and who is the one who rules his living creatures. These three skills are the key to individual success in life now and in the future, especially in dealing with any changes from the times.

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