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IMPLEMENTATION OF LIFE SKILLS LEARNING-BASED ENTREPRENEURSHIP

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Abstract

This study aims to determine the implementation of Life learning Entrepreneurship-Based Skills through Experiential Learning Methods. This research is qualitative. The sample used is a principal, teachers, and students. All student funding, starting from living expenses as long as students are in the dormitory until all education costs are covered fully by the Selamat Pagi Indonesian School Foundation. The lessons are apart from general learning such as other schools, there are also implementing entrepreneurship learning complete with a laboratory called the *Transformer center* which was established as a means of direct learning in applying the theories obtained in the classroom and outside the classroom so that students get a real experience that will eventually become a habit which is good for students. The results of the study can be concluded, namely: (1) Through the application of habituation in instilling the spirit of *entrepreneurship*, students know what they have to do before/after doing the activity. (2) The implementation of programmed activities at SMA Selamat Pagi Indonesia is very important in developing students' Life Skills in preparing a reliable millennial generation. (3) Through the experiential learning method, they will get a real learning experience in the life skills and entrepreneurship laboratory or transformer center in the school, where learning is done outside of academic education in the afternoon. (4) This integrated program is expected to increase children's awareness of the importance of life skills. (5) The implementation of these activities received support from various partner institutions of the Selamat Pagi Indonesia Foundation, as well as the local government. (6) the obstacle in the learning process is the problem of student discipline. (7) problems that occur in students can be solved with good communication.

Keywords: Life Skills Learning, Entrepreneurship, Experiential Learning

1. INTRODUCTION

Indonesia is experiencing serious problems in the world of education which are categorized into internal inefficiency, external efficiency in the form of high dropout rates, and repeaters. Meanwhile, the external efficiency of graduates cannot be absorbed by the labor market or used inconsistently with educational background, while educational inequality takes the form of differences in obtaining educational opportunities between men and women, between urban and rural residents, and between rich and poor. One of the educational and training

institutions that prepare these human resources is the Selamat Pagi Indonesia High School (SMA). SMA Selamat Pagi Indonesia is a boarding school located in Batu City, East Java, Indonesia, this school applies the concept of

"*entrepreneurship*" or entrepreneurship, wherein this school, students are prepared to become *entrepreneurs* as a provision to earn a living and do for the surrounding community. This school even gives money to students in exchange for job training or *entrepreneurship*. Entrepreneurship education can be taught through the cultivation of entrepreneurial values that will shape the character and

behavior for entrepreneurship so that students can later be independent in work or independent businesses. Entrepreneurial-minded education is characterized by an educational process that applies principles and methodologies toward the formation of life *skills for* students through an integrated curriculum developed in schools.

(Endang Mulyani, 2011, p.27).

In the era of global society, ideally, education is not only academic-oriented. However, it is more about developing the skills and potentials that exist in students. Thus, this is one of the results of the analysis that education in this digital era does not only prioritize cognitive aspects as a measure of the success of a school.-oriented education *life skill* or life skills implies that education can provide provisions for a meaningful life for all students. (Indrajati Sidi, p.2002). Lifeskills *in* general are education given to students to be better able to interpret the true nature of learning (Anwar, 2006).

Most children learn by rote, even math lessons such as the concepts of addition, division, multiplication, and mathematical formulas are learned by rote, not understanding. Most of the time children both at home and at school are filled with monotonous activities. Rarely do we find today, children playing in the field, outside the house, learning from the universe. Today's children spend most of their time playing with gadgets. This is an example of an educational process that is still centered on educators, not child-centered which is not in line with school principles or the concept of active and innovative education.

The Indonesian government made changes to the applied curriculum by emphasizing the involvement of children to be more active in the learning process. This is confirmed by the 2013 curriculum implementation policy by the Ministry of Education and Culture in 2003 that the learning strategy developed is active and child-centered learning to encourage children's skills. So the learning process is not just the provision of material from educators to students. Still, the role of educators is more to be a facilitator for students in developing the learning process. Students must be more active in the learning process while educators supervise and facilitate students to achieve learning goals (Istighfaroh, 2014).

The concept of active and innovative learning in which education is student-centered is found in the "SMA Selamat Pagi Indonesia" school, namely by adapting experiential learning methods in the learning process. According to Kolb (2014: 51) "Experiential learning theory defines learning as "the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience".

2. LIBRARY REVIEW

2.1 Life Skill Learning

Life Skills Learning in schools is a curriculum development discourse that has long been a concern of curriculum experts (Tyler, 1947; Taba, 1962; Saylor, et.al.; 1983; Print, 1993). Life skills are skills possessed by someone to be willing and brave. and able to deal with the problems of life and life naturally and then proactively and actively seek and find solutions so that they are

finally able to be independent (Eko Supriyanto, 2003., p.150). Life Skill is the ability that a person has to survive and dare to face problems. live and live quietly without feeling pressured, then proactively and creatively seek and find solutions so that I finally managed to get over it. (Muhaimin, 2003., p.155). 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. Health, 1997., p.1). Education when it is associated with the discussion of Life Skills is focused on schools and the school system, departing from universalization that continues to expand and increase. Life skills, especially daily life skills (day-to-day life skills) are increasingly felt to be important for personal and collective life, which often deal with life phenomena with various problems at the personal, local, national, regional, and global levels. (Sri Sumarni, 2002., p.172).

2.2 Entrepreneurship Entrepreneurship

studies in Indonesia are growing and developing (Purnomo et al., 2019). *Entrepreneurship* or entrepreneurship is the process of an entrepreneur's activities as people starting and managing businesses by exploiting business ideas to become profitable or beneficial opportunities (Purnomo et al., 2020). Entrepreneurship is the process of combining imaginative and innovative ideas and actions with the management and organizational skills required to manage people, money, and operations appropriately to obtain a need to be recognized and create wealth in the process. (John A. Pearce & Richard B. Robinson, 2014., p.430). David McClelland in psychological theory says that the success of an entrepreneur is not related to environmental conditions, but aspects of personality. In this theory, it is explained that the bond between entrepreneurial behavior and the need for achievement is very attached. Achievement needs are formed since childhood, among others, through reading content for elementary school children. Therefore, the need for achievement must be instilled from an early age. (Rusydi Ananda & Rafida Tien, 2016., p.12). An entrepreneur must have potential and always have great motivation to move forward in any conditions and situations. Entrepreneurs can help themselves in overcoming problems with the strength that is in themselves and try to survive from pressures. According to Geofry G. Meredith the characteristics of entrepreneurship are as follows:

- 1) Confident
- 2) Task and result oriented
- 3) Dare to take risks
- 4) Leadership
- 5) Originality
- 6) Future-oriented (Buchari Alma, 2007., p. 5)

2.3 Experiential Learning

is a holistic model of the learning process in which humans learn, grow and develop. The mention of the term experiential learning is done to emphasize that experience *plays* an important role in the learning process and distinguishes it from other learning theories such as cognitive learning theory or behaviorism (Kolb, 1984). *Experiential learning* is a model of the teaching and learning process that activates learners to build knowledge and skills through direct experience. (Abdul Majid, 2014., p.181). The learning process in *experiential learning* is an activity of formulating an action, testing it, assessing results, obtaining *feedback* reflecting, changing, and redefining an action based on principles that must be understood and followed. (Baharudin and Esa Nur Wahyuni, 2006., p.165). Experiential learning is a learning process in which learners combine knowledge, skills, and value through direct experiences. Learning will be more optimal if student participants are involved. (Rahayu S. Purnami, Rohayati Rohayati, 2016., p.4).

3. RESEARCH METHODS

Type This research design uses qualitative research with a case study type. Qualitative research is often described as research that describes social phenomena or behavior as they are (*in a natural setting*) according to facts and interpreted in-depth. The inductive approach is used to describe a case by understanding the symptoms and meaning. In this case, the researcher deals intensively with students, teachers, and school residents in learning activities so that the data is obtained as it is and with in-depth observations. Furthermore, the object of this research is SMA Selamat Pagi Indonesia with a purposive sampling technique. In gathering information, it is important to derive from accurate data. In this case, there are two sources of data, namely primary data and secondary data. Primary data sources are statements and actions from the *participants* (students, teachers, and the academic community at SMA Selamat Pagi Indonesia) who were observed and interviewed. Secondary data sources are documents or official archives in the form of ledgers, books, pictures, notes, and other supporting documents at the research site.

The data collection technique used by the researcher is triangulation in the form of in-depth interviews, participatory observation, and documentation studies. The researcher used in-depth interviews because the researcher was not a *participant* in the study. Researchers used questions without bringing a list of questions (open-ended questions) so that the atmosphere was more relaxed and the data obtained was more natural. Researchers are also directly involved in the observed activities in entrepreneurship subjects so that the data obtained is more accurate and detailed. Then in the study of documentation, researchers collect and review notes in the form of writing or pictures. Documentation studies were used to support the interview and observation methods. In analyzing the data, the researcher went through three main components, namely, data reduction, data display, and conclusion drawing data.

4. RESEARCH RESULTS AND DISCUSSION

4.1 Profile of SMA Selamat Pagi Indonesia

SMA Selamat Pagi Indonesia is an entrepreneurship-based high school located in the city of Batu, East Java. This high school does not charge fees from students or is rather a free school, this school was established to prepare the nation's children from underprivileged family backgrounds, to be able to compete in the future in facing global competition. To that end, the Selamat Pagi Indonesia Foundation through the Selamat Pagi Indonesia High School provides its graduates with mastery of English, and active and passive Mandarin, Science, and Math in English, IT, Entrepreneurship, and character lessons to complement the government's national curriculum.

In-Law no. 20 of 2003 on Chapter VII concerning Introductory Language Article 33 paragraph 3 which states that "Foreign languages can be used as a language of instruction in certain educational units to support students' foreign language skills". SMA Selamat Pagi Indonesia is a school with the concept of Entrepreneurship and the only one in Indonesia SMA Selamat Pagi Indonesia (SMA SPI) in Batu City, East Java province has *entrepreneurship*, as a means of educating students to become *entrepreneurs*. In the implementation of education in this school, entrepreneurship-based life skill learning is mostly given to students through the experiential learning method. Following the Vision, Mission, and Goals of SMA Selamat Pagi Indonesia which in essence is to develop the potential of the nation's children to become human beings who believe and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become citizens. a democratic and responsible country with qualified skills.

4.2 Basic Concepts of Life Skills Education in Entrepreneurship Subjects Selamat Pagi Indonesia

High School has a *Life Skills* subject *Entrepreneurship* in addition to instilling an entrepreneurial spirit from the start, students are also equipped with the characteristics of an *entrepreneur*. In implementing *Life Skills* activities *entrepreneurship*, integration into the curriculum is very

important. This certainly received positive support from all members of the school and family as well as the community. Through programmed activities, it is hoped that this will take place continuously. Educators also have a gradual allocation of activities according to the developmental stages of age and experience. Because all processes require stages that make them run optimally. Of course, all parties will actively participate so that the program runs well and maximally.

As the first step that must be taken to grow the attitude and soul of Entrepreneurship is integrating school values, namely *independence, and leadership* into subjects of *entrepreneurship*. The efforts made are through *Experiential Learning*. Good Morning Indonesia High School has a laboratory named *Transformer center*. This transformer center was established as a means of hands-on learning in applying the theories obtained in the classroom and outside the classroom. So that students get a real experience that will eventually become a habit (*habit*), besides that students are provided with theory and *field trips* (visits) both within the city or abroad to see firsthand the work culture that exists in the places they visit. the goal, children to understand, feel and have curiosity about the activity. In the program *field trip*, students also made observations and interviews with resource persons. They make reports and analyze the results of the *field trip*. Next in the program Habituation is provided with various programmed activities that involve students directly in managing several divisions or business units in the Happy High School Indonesian morning. There are 16 divisions or business units in various fields, such as travel agencies, farms, agriculture, event organizers, and so on in this school. safe high school morning Indonesia has 4 excellent programs such as (1) Life skills, (2) Entrepreneurship, (3) Financial planning, and (4) experiential learning methods.

4.3 Implementation of Life Skill Education and entrepreneurship programmed School culture is a set of values, habits, and agreements that are reflected in daily behavior, both individually and in groups. The habituation effort is expected to be more engraved in the heart and raise awareness without coercion. The application of character habituation and entrepreneurial activities at SMA Selamat Pagi Indonesia refers to the regulation of the Ministry of National Education (2010) which identifies 18 values in cultural education and national character that are sourced from religion, Pancasila, culture, and the goals of national education, namely religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love for the homeland, respect for achievement, friendly/communicative, love peace, love to read, care for the environment, social care, responsibility:

VALUES AND DESCRIPTION OF CHARACTER EDUCATION IN ENTREPRENEURSHIP

NO	VALUE	DESCRIPTION
1	Religious	obedient attitude and behavior in carrying out the teachings of the religion they adhere to, tolerant of worship of other religions, and living in harmony with followers of other religions.
2	Honest	Behavior-based on efforts to make himself a person who can always be trusted in words, actions, and work
3	Tolerant	Attitudes and actions that respect differences in religion, ethnicity, ethnicity, opinions, attitudes, and actions of others who are different from himself
4	Discipline	Actions that show orderly behavior and comply with various provisions and regulations
5	Hard Work	Behavior that shows genuine efforts in overcoming various learning and task barriers, as well as completing tasks as well as possible
6	Creative	Thinking and doing something to produce new ways or results from something that already owned
7	Independent	Attitudes and behavior that is not easy to depend on others in completing tasks
8	Democratic	Way of thinking, acting, and acting that evaluates the rights and obligations of himself and others
9	Curiosity	Attitudes and actions that always strive to find out more and extend from something that learns, sees, and hears
10	The spirit of nationalism	A way of thinking, acting and having insight that puts the interests of the nation and state above the interests of themselves and their groups
11	Love of the Motherland	Ways of thinking, acting, and acting that show loyalty, concern, and high respect for the language, physical, social, cultural, economic, and political environment of the nation
12	Appreciating achievements	Attitudes and actions that encourage him to produce something useful for society, and acknowledge, and respect the success of others
13	Friendly/communicative	Actions that show a sense of pleasure talking, socializing, and cooperating with others

14	Peace of	Attitudes, words, and actions that make other people feel happy and safe in their presence
15	Loves to read	The habit of taking time to read various readings that give virtue to him

NO	VALUE	DESCRIPTION
16	Caring for the Environment	Attitude and actions that always efforts to prevent damage to the surrounding natural environment, and develop efforts to repair the natural damage that has occurred
17	Social Care	Attitudes and actions that always want to assist other people and communities in need
18	Responsibility	Attitudes and behavior of a person to carry out tasks and obligations, which he should do, to himself, society, the environment (nature, society, and culture), the state, and God Almighty

Source: Curriculum Center and books Ministry of Education

Based on the character values in entrepreneurship education above, habituation must always be This is done so that entrepreneurial values and behavior can run and synergize well. This is because many aspects must be carried out continuously. After all, the value will become an inherent character when habituation is carried out. In addition, *entrepreneurship* is also integrated into subjects at school.

4.4 Results or Impact of the Implementation of Entrepreneurship-based Life Skill

Education *entrepreneurship* with the Experiential Learning method

education with the Experiential learning method with special training, to make students, when they graduate from Selamat Pagi Indonesia High School, become independent, and able to survive. Through the experiential learning method, they will get a real learning experience in the life skills and entrepreneurship laboratory or transformer center in the school, where learning is done outside of academic education in the afternoon. Through the Experiential learning method, Selamat Pagi Indonesia High School students are given real experience in the field through one of the educational programs at Selamat Pagi Indonesia High School, namely Domestic and Overseas experiential learning, which is a program to develop knowledge, and mindset through experiential learning to several places at home and abroad. . In the third year of student education at Selamat Pagi Indonesia High School students will have the ability to form teams and run them, can carry out new division tasks and projects in events, students can lead sub-divisions, students can bring basic debriefing sessions for their juniors, and students can produce ideas. creative in the division so that when students graduate, students become independent, able to adapt to new things, become creative, with abilities (skills) that are owned and useful to others.

4.5 Obstacles in the Implementation of Entrepreneurship-Based Life Skills Education *entrepreneurship* with Experiential Learning Methods

-based life skills learning using the experiential learning method at Selamat Pagi Indonesia High School, this is because all students in this school are from underprivileged families who have dreams of changing themselves for the better, and succeeding in life, although there is only about the discipline of the students in participating in the training program in the life skills laboratory, and this can still be overcome by the school, in general students are happy if they practice work in the division or business unit in this school, because by practicing directly in the business unit they immediately have work experience, for their provisions after graduating from this school.

5. CONCLUSION:

Through the application of habituation in instilling the spirit of *entrepreneurship*, students know what they have to do before/after doing the activity. Therefore, the implementation of programmed activities at SMA Selamat Pagi Indonesia is very important in developing students' Life Skills in preparing a reliable millennial generation. Through the experiential learning method, they will get a real learning experience in the life skills and entrepreneurship laboratory or transformer center in the school, where learning is done outside of academic education in the afternoon. This integrated program is expected to increase children's awareness of the importance of life skills. The implementation of these activities received support from various partner institutions of the Selamat Pagi Indonesia Foundation, as well as the local government. No significant obstacles were found in the implementation of education, only related to student discipline, during the learning process in the Life Skills laboratory. However, these obstacles can be solved by communicating with students by conveying the vision, mission, and orientation of Life Skills education in entrepreneurship subjects.

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