

PERSONAL VALUES AND SOCIAL SKILLS STUDENT MTs AND ITS DEVELOPMENT IN CURRICULUM AND SCHOOL PROGRAM

Nurul Ulfatin

Department of Educational Management
State University of Malang, Indonesia
nurul.ulfatin.fip@um.ac.id

Amat Mukhadis

Department of Educational Management
State University of Malang, Indonesia
amat.mukhadis.ft@um.ac.id

Abstract: Personal and social skills are two types of dimensions of life skills that are often overlooked in the school curriculum. For MTs students, both are key skills to facilitate the formation of rational and balanced behavior between inside and outside the classroom. The results showed: (1) personal values and social skills of MTs students in rural areas better than urban MTs; (2) significant differences in personal characteristics and social skills between MTs students in rural and urban school locations; (3) the personal skills dimension becomes a priority in the development of school curricula and programs. Implications of differences in personal characteristics and social skills of MTs students on the content and strategy of curriculum development and strategy of translation of school programs that gayut with the daily life of the students.

Keywords: personal skills, social skills, curriculum content, school program development, MTs students

I. INTRODUCTION

No one denies that the values of life skills should be developed in schools. Life skills are the center of life and ethics in life. Even the program and school life are essentially part of life skills services [5]. Development of life skills in schools has been increasingly a concern in Indonesia since the issuance of regulations and guidelines on the implementation of life skills education in schools [2]. According to Depdiknas life skills are divided into four skill subgroups, namely: (1) personal skills, (2) social skills, (3) academic skills, and (4) vocational skills. The first two subgroups of life skills, personal and social skills, are included in the realm of general life skills. While the other two subgroups, namely academic skills and vocational skills including in the realm of specific life skills. The last two subgroups (specific life skills) can be studied directly in the subject or field of study selected by students in the school.

In Indonesia, the implementation of life skills program is a lot of concern especially in middle schools. This is based on the consideration that many secondary schools handle students to prepare prospective workers [2]. The orientation of both development (specific life skills and general life skills) varies according to the characteristics of the school background. Typically a subgroup of specific life skills, in secondary school vocational background (SMK), and a subgroup of general life skills in secondary school background (SMP and MTs). The orientation of life skills development in secondary school is intended to provide students with basic experience; Initial stock; and familiari-zation of students to everyday life. Junior and senior high school students are at a time of difficult development and problems, because they are in transition from the lives of children to adult-hood.

The results of Dinesh and Belinda's [3] studies show that life skills education is very important for teenagers and teenagers in their teens. Dinesh and Belinda use Unesco's life skills concept called ten basic life skills, self-awareness, empathy, critical thinking, creative thinking, decision making, pro-blem solving,

effective communication, interper-sonal relationship, coping with stress, and coping with emotion . Starting from the stormy opinions about the grouping and jabaran life skills above, the realm of life skills referred to in this article is limited to the realm of general life skills (personal and social skills). This is adjusted to the limitations of research and subject characteristics of students MTs (junior high school level).

As noted above that personal training and social skills need to be taken seriously by school. Based on the experience of the WHO [18] adolescents and youth generally obtain personal learning and social skills through learning and practice. WHO cites Bandura's theory of social learning theory, that "... learning is Considered to be active acquisition, processing and structuring of experiences". In this context, the method used depends largely on how youth and youth can learn from their experiences, the people in their environment, from their observations, and from the consequences they have to make based on experience and observation. WHO reports that the development of life skills including personal Skills and social skills In an effective school by engaging students dynamically in the learning proc-ess.

Methods that can facilitate the active involvement of students include (1) working in small groups and pairs, (2) brainstorming, (3) role plays, (4) games, and (5) debates. Subjects that can load personal skills and social skills Can be started from the teacher by exploring with students about their ideas and knowledge on the current situation related to life skills that can be used. Students can ask each other questions and discuss about emerging issues from their group, followed by role play to show the required practical skills. And so on, ultimately teachers can help design tasks to do at home, which require students to discuss further and practice their skills with family, family, neighbors, and peers.

The WHO's experience is reinforced by Gulhane's findings [5]; [3] who studied the development of life skills in schools in India, which can be concluded that "life skills are very important to be taught in

secondary schools (where students are teenagers and youth). Life skills education in schools refers to the interactive process of teaching and learning which focuses on acquiring knowledge, attitude, values and skills which support the behavior of the learner that enable them to take up the responsibility of their lives. Gaining greater resistance pressures and minimizing harmful behaviors".

Development of life skills in learning in accordance with the experience of WHO; Gulhane ; Dinesh and Belinda; It can be said that the values of life skills can be integrated into the curriculum and learning, both classical and regular. Integration through the curriculum can be done by organizing the curriculum. Theoretically, the curriculum at the first high school is very appropriate if presented in the form of correlated curriculum organization, broad field curriculum, and integrated curriculum [4], [8]. Looking at the curriculum complexity, it can be grouped by its urgency. In general, the classification of the curriculum is divided into three, namely corecurriculum, extra curriculum, and local curriculum [13], [12]. The grouping of curriculum based on the urgency should also be taken into consideration the domain of competence to be achieved. The most heavily referenced domain groupings are Bloom models that sort the domains based on the taksonmi of educational goals into cognitive, psychomotoric, and affective domains [13].

Recently (based on the author's research in the last three years), curriculum coverage (especially at the junior high school level) does not emphasize payloads based on the grouping of Bloom, but rather emphasizes the structure of the curriculum. In the case of SMP and MTs curriculum, the curriculum structure is packaged into four groups, namely (1) core learning, (2) local content, (3) self-development in extra curricular form, and (4) independent activities. The four curriculum contents are complementary and integrated. In addition, it is recommended that school curriculum (SMP and MTs) located in rural areas should be specially designed and not be confused with other schools (especially urban schools). A suitable curriculum for junior and rural SMPs and remote areas is a learning-oriented curriculum and direct preparation for work [17]. This curriculum is what the author says is loaded with life skills.

The curriculum of life skills can be developed based on constructivist views that apply three main premises, namely inquiry or problem-based learning, cognitive apprenticeships, and cooperative learning. Constructivist views that learning is how individuals interpret an event and activity, and learn as a construction of knowledge. [1] emphasized the contribution of constructivism to learners to "meaning and learning". One way to organize a constructivist view is from the psychological/individual and social aspects. From a psychological aspect inspired by Piaget's theory [10], that individuals are focused on what happens in the inner psychological life and how individuals build their emotional and cognitive structures. From the social aspect, it is inspired by Vygotsky's theory [7], which emphasizes all higher-

order mental processes, such as problem-solving caused by socio-cultural demands. The constructivist view reinforced Unesco which states that the curriculum should facilitate the emergence of "learning to learn, learning to do, learning to be, and learning to life together". From this explanation can be concluded that there are three things that need to be applied in curriculum or learning program, that is (1) problem-based learning, (2) cognitive apprenticeships, and (3) cooperative learning. These three things are the basis and the orientation of the curriculum of learning and work. Learning and work is interpreted as a unity of learning based on problems, preparation of work skills, and learning through cooperation with the environment.

Integrating curriculum content loaded with loaded life skills needs to be done on a continuum, ranging from simple life problems to very complex. This is done so that students dare to face the fair, proactive and creative looking, and find solutions that ultimately solve problems independently. In other words, in psychology, learning or curriculum that is filled with life skills More strives to improve mental health, especially in relation to self or with others in everyday life.

Education and development of life skills from the results of experience and research shown by some researchers above, in line with the results of research conducted by the Research Institute of Malang State University [9]. The results of this study indicate that the development of a suitable life skills education model for junior high school uses complementary model and integration model, meaning that life skills learning needs additional programs that complement the integration program into classical and regular learning. These additional programs are what the World Health Organization calls a "project" that needs a separate project management.

The development of life skills (primarily personal and social skills) is not enough if it only relies on integration within the curriculum, but also needs to incorporate it into the whole school life. If referring research results from the Research Institute of Malang State University above, the tips of developing life skills at MTs level is called complementary model. That is, in addition to the model integrated into the curriculum need additional programs as needed. The additional program is intended, namely the introduction of early potential in depth about the values of life skills that have been owned by students. These initial potentials can be grouped by type, grade, school origin, family condition, environmental conditions, and so on. Thus, the development of life skills will be more meaningful for each individual student.

II. METHODS

This research is an initial activity of a series of multi years research to develop life skills values through buddy school system. This preliminary research was conducted by descriptive explorative method. Selection of method types with consideration. That this research is to develop an end product. For that, first need to

disclose a symptom that became the focus of research before the development process continued.

The variable of life skill values studied is limited to two variables, namely personal and social skills. The emphasis and limitation of these two variables is intended to complement the study of life skills in previous studies that have uncovered and assessed the variables of pre-vocational skills and academic skills as well as the author's research roadmap [16]. It also refers to Nucci and Narvaez [11] suggesting that personal skills value indicators are more related to moral development and character formation as shown by Gulhane's research [5]; and Dinesh & Belinda [3].

The values of personal skills and social skills described in the study refers to the mindsets of the three research-ers. Personal skills variables are translated into four indicators, namely self-awareness poten-tial, self-reliance, environmental recognition, and ideals and expectations. While the social skills variable is translated into four indicators, namely leadership, cooperation and communication, empathy, and sportsmanship.

The study sample consisted of students and teachers in four Madrasah Tsanawiyah (MTs), located in Malang and Kediri districts, East Java province. A sample of 142 people in third grade is determined by puposive sampling from the number of students 1,253 people to reveal students' under-standing of personal skills and social skills. A sample of 46 teachers was taken by random sam-pling from 125 teachers in four sample schools.

Data collection techniques were conducted with semi-structured questionnaires for student samples, and open questionnaires (structured tidal) for teacher samples. The data analysis technique of student questionnaire was done by percentage and t test statistic, to describe and test the significance of different

personal values and social skills in two groups of students from two different school characteristics. Characteristic of the first school is a public status school, accredited A; And located in urban areas.

The second characteristic of schooling is private, lowly accredited (max B), and located in rural areas. While the data data analysis techniques from teacher questionnaire results done with percentage techniques and qualitative analysis techniques to make priority dimensions of life skills developed in the curriculum and life pro-grams.

III. RESULTS

The results of the study were divided into three: (1) the results of the description of the personal values and social skills of the students in each sample group by region, (2) test the significance of differences in personal potential and student social skills among rural MTs (Y1 and Y2) and Urban MTs (X1 and X2) between regions; And (3) a description of the priorities of life skills developers in school curricula and programs according to teachers.

1. Description values personal skills and social skills of students of MTs

Based on the results of data analysis with statistical description (mean) values of personal and social skills in MTs MTs Rural and urban districts in Malang and Kediri can be described in Table 1.

Based on Table 1 can be interpreted that the personal values and social skills of students In MTs Satap (rural) is better than MTs Mandiri (urban) students, both in Kapupaten Malang and Kediri. This interpretation also applies to group of students of MTs Malang and Kediri, that is personal values and student social skills In MTs Satap (rural) is better than MTs Mandiri (urban) students.

Table 1
Description of Personal Values And social skills of MTs Students by Sample Group

Sample Group	N	Minimal	Maxim	Mean	SD	Variance
MTs X1 (Malang)	36	43.00	73.00	55.33	6.43	41.20
MTs X2 (Kediri)	60	40.00	74.00	54.51	6.63	44.01
MTs Y1 (Malang)	11	54.00	69.00	59.09	4.98	24.89
MTs Y2 (Kediri)	35	51.00	80.00	62.97	8.21	67.49
MTs X1 & MTs Y1	96	41.50	73.50	54.92	6.53	42.60
MTs X2 & Tts Y2	46	52.50	74.50	61.04	6.59	44.69

*) MTs Y1 = Rural MTs in Malang; **) MTs X1 = Urban MTs in Malang; ***) MTs Y2 = Rural MTs in Kediri; ****) MTs X2 = Urban MTs in Kediri

Table 2
Results of Different Test of Life Skills Value of MTs Students (X and Y) by Region of Samples

School Groups	n	df	t _{value}	t _{table}	Condition 1	Sig.	Condition 2	Interpretation	
Malang Regency	MTs Y1	11	45.00	1.779	2.01	t _{value} < t _{table}	0.082	Sig. <0.05	No difference
	MTs X1	36							
Kediri Regency	MTs Y2	35	59.80	5.182	2:00	t _{value} > t _{table}	0,000	Sig. <0.05	There is a difference
	MTs X2	60							
Malang and Kediri Regency	MTs X1	96	57.40	3.480	2.01	t _{value} > t _{table}	0,000	Sig. <0.05	There is a difference
	MTs X 2								
	MTs Y 1	46							
	MTs Y 2								

*) MTs Y1 = Rural MTs in Malang; **) MTs X1 = Rrban MTs in Malang; ***) MTs Y2 = Rural MTs in Kediri; ****) Mts X2 = Urban MTs in Kediri

2. Test the difference between the values of personal and social skills of students of MTs

Based on data analysis with inferential statistic (t test) between personal values and social skills in MTs Rural and MTs in urban area in Malang Regency; Kediri, a combination of Malang and Kediri Regency is presented Table 2. Based on Table 2 can be interpreted as follows. First, there are no significant differences between the values of personal and social skills MTs students in rural and urban areas in the district of Malang.

Secondly, there are significant differences between the values of personal and social skills MTs students in rural and urban areas in the district of Kediri. Third, there are significant differences between

the values of personal and social skills MTs students combined rural and urban areas in Malang and Kediri.

3. Values of Life Skills that can be Developed in Curriculum and Life Schools.

Based on the results of data analysis from teachers teaching in Rural and Urban MTs in Malang and Kediri districts with descriptive statistics (frequency) are presented in Table 3. Based on the results of data analysis (percentage) in Table 3 can be interpreted that the priority order of life skills dimensions in Rural and urban MTs in Malang and Kediri are: (1) personal skills, (2) vocational skills, (3) social skills, and (4) academic skills.

Table 3
Priority types of Life Skills Developed in the life of the school (MTs) In Perceived Teacher

No	Type of life skills	Priorities are developed in Rural and Urban MTs in Malang and Kediri districts.		
		F	%	Interpretation
1	Personal skills	29	60.86	First priority
2	Vocational skills	7	15.21	The second priority
3	Social skills	6	13.04	A third priority
4	Academic skills	4	8.69	Fourth priritas

IV. DISCUSSION

Based on the results of the research described above, it can be interpreted that the potential of personal values and social skills of MTs sample students, both in rural MTs (Y1, and Y2) as well as in Perkotaaan (X1 and X2) indicate that those in more rural areas Superior to those in urban areas, both in Malang District and Kediri Regency. On the other hand, the result of different test of the potential of personal values and social skills of MTs sample students, both in rural MTs (Y1, and Y2) and in urban (X1 and X2) can be divided into two: (1) none Significant differences, especially between rural and urban MTs in Malang regency; (2) there are significant differences, especially between rural and urban MTs in Kediri district; and (3) there is a significant difference, between rural and urban MTs combined sample in Malang and Kediri districts.

The phenomenon of the above research findings indicates that the potential development of MTs students' life skills values is generally influenced by environmental conditions rather than the talent and innate students. It can also be dikatakan that different environmental conditions will produce an impact on the value of different life skills. Different conditions include family social economy, neighborhood, and school conditi-ons. This is reinforced by the results of descriptive analysis, showing that all students who attend school in rural MTs (Y1 and Y2) almost all come from families with low economic status, while students in urban MTs (X1 and X2), both in Malang district as well as Kediri districts come from diverse families (low to medium and high).

However, when paired to see the difference, the results of Kediri and combined (Malang and Kediri) are different, whereas the difference test results from wilayah Malang regency there is no significant difference. This indicates that the more advanced

(metropolitan) of a region (Malang district), There is a lack of access gaps and educational gains between rural and urban areas, whereas in some cases (Kediri district), there remains a striking gap in access and education gains between rural and urban areas.

Differences and gaps in potential conditions of MTs students' life skills are in the rural and urban areas of the relatively undeveloped region (the results of this study) reinforce the author's interest to concentrate and continue to conduct in-depth study to find the most appropriate solution in dealing with issues Education in rural areas. Alternative solutions are done through collaboration and partnerships between rural MTs (Y1 and Y2) schools and urban MTs (X1 and X2) groups, so that they can build networks to minimize gaps in the development of life skills. Alternative solutions are similar to those occurring in Australia, conducted by academics and governments with more attention to efforts to improve the quality of rural education. To that end, education in rural areas is no less competitive than education in urban areas.

Alternatively, rural education has an appeal and has its own superiority in accordance with the superiority of its potential characteristics. This is done by the Department of Education and Training [14], Department of Education and Early Childhood Development's (DEAG), by The State of Queensland [15], action plans specifically aimed at improving the quality of education in village. In addition, [6], in particular, made an action plan specifically aimed at improving the quality of education in villages with the motto "The Australian curriculum is being introduced to equip all young Australians with the essential skills, knowledge And capabilities to thrive and competence in a globalized word and information rich work-places of the current century".

The results of the third study show that urgent life skills values are of concern to be developed into curriculum and life programs in schools, in order of personal skills, vocational skills, social skills, and academic skills. If it refers to the priority sequence of these findings, then the highest potential priority for developing in MTs is personal skills. This finding is consistent with the view [3] that "Life Skills include psychosocial competencies and interpersonal skills that help people make-informed decisions, solve problems, think critically and creatively, communication effectively, build healthy relationships, empathize with others, and cope with Managing their lives in a healthy and productive manner.

Summarized by Dinesh and Belinda that essentially, there are two kinds of skills - those related to thinking termed as 'thinking skills'; and skills related to dealing with others termed as 'social skills'. While thinking skills relate to reflection at a personal level, social skills include interpersonal skills and do not necessarily depend on logical thinking. More Dinesh and Belinda mengungkapkan that inner experience that their peers to be key in the success of their lives, and expressed as a personal identity.

V. CONCLUSION

Based on the discussion of the results of this study can be disimpulkan as follows: (1) the personal potential and social skills of MTs students in rural areas better than MTs students in urban areas; (2) There is a significant difference of personal values and social skills of MTs students in rural areas better than MTs students in urban in a marginal district; Whereas in the district with the character of metropolit occurs the opposite; and (3) Life skills values in MTS that become priorities for development in MTs personal skills schools. Mean while, the next priority vocational skills, and social skills. The development of life skills values can be reached with a few models suitable program on the analysis of the background of the school in partnership kelompok.

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