

Journal of Research and Multidisciplinary

ISSN: 2622-9536 Print

ISSN: 2622-9544 Online

<http://journal.alhikam.net/index.php/jrm>

Volume 4, Issue 2, September 2021, Pages 509-522



## Implementation of Life Skills Education Learning in Realizing Gender Equality in Students of SMPN 2 Ajangale, Bone Regency

*Sarifa Suhra<sup>1</sup>, Arifuddin<sup>2</sup>, Sarifa Nursabaha<sup>3</sup>, Sarifa Halijah<sup>4</sup>*

<sup>1</sup>Lecturer Institut Agama Islam Negeri Bone, Indonesia

<sup>2</sup>Lecturer Institut Agama Islam Negeri Palopo, Indonesia

<sup>3</sup>Student Universitas Islam Negeri Alauddin Makassar, Indonesia

<sup>4</sup>Student Universitas Islam Negeri Alauddin Makassar, Indonesia

Email: sarifasuhra@gmail.com

### Abstract

The purpose of this article is to show how the life skills education curriculum has helped students at SMPN 2 Ajangale in Bone Regency achieve gender equality. This study is categorized as qualitative. There were two types of data used in this study: primary data and secondary data. Purposive sampling was used to select the informants, which means only utilizing persons who actually understand the situation, such as trainers, school principals, trained instructors, students, and parents' representatives. Secondary data, is a source that is not directly from the informant, but through a search in the form of important documents related to research. The results showed that LSE learning consisted of 5 modules divided into 22 themes/meetings taught in 2 semesters instilling 13 skills, namely; the ability to self-regulate, creativity, critical thinking, making decisions, negotiating, collaborating, solving problems, participating, managing emotions and stress, resilience/resilience to life's tests, empathy, communication, and respect for differences. Meanwhile, the Implementation of Gender Equality in SMP 2 Ajangale Students, Bone Regency, can be seen in 4 aspects, namely; students have access to equal education between boys and girls, have the same opportunity to actively participate without discrimination, involve students fairly, both boys and girls, in exercising control over school policies, all students have the right to benefit from progress education.

**Keywords:** Implementation, Life Skills Education, Equality, Gender

### Introduction

The progress of a nation in the present and the future will be largely determined by the younger generation who will become the successors of the nation itself. The quality of the young generation is the result of a quality education system. It is impossible for the acceleration of the nation's progress to be realized in the future without the support of progress in the field of education. Education is a long-term investment that is very valuable

and of great value, especially for the younger generation who will determine the progress of a nation. In this regard, Rinehart in Daulat P. Tampubolon as quoted by Muhardi stated: "For years we have lied to young people, telling them they are the future of our country and our society. How can they build the future when we give them nothing which to build it? All we do is to hand over the responsibility with it we give them social, political, fiscal, and environment garbage". (Muhardi, 2004).

One way to prepare the younger generation to build the nation in the future is through the implementation of Life Skill Education in formal educational institutions. With a separate curriculum, Life Skill Education learning will have sufficient time allocation to equip students with various skills so that they become strong individuals who are ready to face all the challenges of a more complicated future. Life Skill Education is education whose basic orientation is to equip students with skills regarding aspects of knowledge, attitudes which include physical and mental, as well as vocational skills related to the development of students so that they are able to face the demands and challenges of life in life. The existence of this method makes education more realistic, more contextual, and will not deprive students of their roots. Frye, et al. As quoted by Muhammad Yaumi, defines character education is a national movement creating schools that foster ethical, responsible, and caring young people by modeling and teaching good character through an emphasis on universal values that we all share. (Muhammad Yaumi, 2014).

Universal values that are grown in the Life skills education curriculum include the values of equality, justice, honesty, cleanliness, democracy, human rights, environmental conservation, respect for achievements, and cooperation. That's why Life skills education emphasizes students to live more meaningfully and thrive in a stable and responsible mentality. A person is said to have life skills if the person concerned has character, namely; able and skilled in living life with pleasure and happiness. The life in question includes personal life, family, neighbors, community, company, nation, and other lives. The characteristic of life is change, and change itself always requires skills to deal with it. (Slamet, 2002).

Life skills are skills that a person must have to dare to face the problems of life and live naturally without feeling pressured, then proactively and creatively seek and find solutions so that they are able to overcome them. The other understanding is "life skills are skills that a person has in living his life and life in his status as an individual being in the context of the natural surroundings. (Rudiyanto, 2003).

The problems of life that plague humans today are very diverse and complex, including the rampant injustice in the relationship between men and women which is often termed gender inequality. Gender differences are actually not a problem as long as they don't give birth to gender inequality. This problem will arise when gender differences have given rise to various injustices, especially for women. To understand how gender justice causes gender inequality, it is necessary to look at the manifestations of injustice in its various forms, such as marginalization or the process of economic impoverishment, subordination or unimportance in political decisions, the formation of stereotypes or through negative labeling, violence, longer and more workloads. (doble burden), as well as the socialization of the ideology of gender role values (Satori, 2002).

The problems of life that plague humans today are very diverse and complex, including the rampant injustice in the relationship between men and women which is often termed gender inequality. Gender differences are actually not a problem as long as they do not give birth to gender inequality. This problem will arise when gender differences have given rise to various injustices, especially for women. To understand how gender justice causes gender inequality, it is necessary to look at the manifestations of injustice in its various forms, such as marginalization or the process of economic impoverishment, subordination or unimportance in political decisions, the formation of stereotypes or through negative labeling, violence, longer and more workloads. (doble burden), as well as the socialization of the ideology of gender role values (Mansour Fakih, 1997).

The term 'gender' is familiar to our ears, but there are still many of us who do not understand the term properly. Gender is often identified with sex (sex), even though gender is different from sex. Gender is often understood as a gift from God or divine nature, even though sex is not solely like that. Etymologically the word 'gender' comes from English which means 'gender'. In Webster's New World Dictionary, 1984 Edition, 'gender' is defined as 'the apparent difference between men and women in terms of values and behavior'. Meanwhile in the Concise Oxford Dictionary of Current English Edition 1990, the word 'gender' is defined as 'a grammatical classification of nouns and other words related to them, which are generally related to gender and the absence of gender (or neutrality).

Terminologically, 'gender' by Hilary M. Lips is defined as the cultural expectations of men and women. H.T. Wilson defines 'gender' as a basis for determining the different contributions of men and women to the collective culture and life by which they become male and female. Meanwhile, Elaine Showalter defines 'gender' as more than just a distinction between men and women in terms of socio-cultural construction. He emphasizes gender as an analytical concept that can be used to explain something (Nasaruddin Umar, 1999).

From the several definitions above, it can be understood that gender is an inherent trait and underlies the identification of differences between men and women in terms of social and cultural aspects. Gender in this sense is a form of social engineering (social construction), its nature can change because it is not something natural. This paper makes an important contribution to raising students' understanding of gender equality in life through learning Life Skills Education at SMPN 2 Ajangale.

### **Literature Review**

Life skills education curriculum in Bone Regency is taught for 2 semesters with 22 meetings. Specifically, the theme of gender equality was presented at the meeting of 16 even semesters. The knowledge gained after studying Gender Equality is gender roles and norms and gender equality. Meanwhile, the life skills learned in this meeting are to work together and appreciate differences. Therefore, after students learn the theme of gender equality, they are expected to be able to understand and distinguish the terms gender roles and norms and gender equality. In addition, after studying this material, students are also expected to implement the values of gender equality in everyday life, both at home, at school, and in the wider community. Life skills gained work together and respect differences. Its important roles are:

1. Gender describes the beliefs and behaviors that people have about what they mean by being a man or a woman.
2. Gender roles and norms can be detrimental when they limit our opportunities or result in discrimination.
3. Although young girls and boys are different, we all have equal values and must have equal rights and opportunities to fulfill our potential (strengths).

This paper is supported by several relevant previous studies including; Dewi Ratnawati, et al. "Gender Equality in the Education of Men and Women", it explains that the main factors that influence the emergence of discrimination against the right to education include traditional norms or rules that kill women's character, women's physical form, economic speed, wrong interpretation of religious teachings, and cultural beliefs that grow in the life of rural communities. This requires maximum effort in aligning the paradigm between rural and urban communities by involving religious teachings as a supporter of the realization of equal rights to education for men and women (Ratnawati, et al, 2019).

Warni Tune Sumar, explained that: the gender gap is caused by factors including: the behavior of the people who are more concerned with the education of boys than girls, cultural factors, the choice of majors by students, and in society men and women have different roles. It is also explained that the formation of gender differences is formed, socialized, strengthened, even socially and culturally constructed, through religious teachings and the state (Warni Tune Sumar, 2015). other writings Rahmi Fitrianti & Habibulla explain that: gender inequality in education for women in Majalaya - Karawang is caused by the influence of access, participation, control, benefits and values on education. An important factor that drives the creation of gender inequality in education is value. The existing values form negative stereotypes that cause marginalization, subordination and workloads for women in Majalaya District (Rahmi Fitrianti & Habibulla, 2012).

Indeed, education is carried out by upholding the principle of justice which is anti-discrimination as mandated in Law No. 20 of 2003 concerning the National Education System clause four explains that: (1) education is held in a democratic and fair manner and is not discriminatory by upholding human rights, religious values, cultural values, and national pluralism, (2) education is organized as a systematic unit with an open system with multiple meanings, (3) Education is organized as a process of civilizing and empowering students that lasts a lifetime, (4) education is held by providing examples, building the will and developing creativity of students in the learning process, (5) education is held by developing a culture of reading, writing and arithmetic for every citizen, (6) education is organized by empowering all components of society through participation in the implementation and quality control of education services (Article four of the National Education System Law concerning the implementation of education). The law above very clearly informs about the importance of equality in education by providing equal access to men and women to study.

Another article by Sarbiran, "Life Skills and Skills: An Issue of Human Dignity", in which it is explained that life skills education will cause students to experience an increase in personality quality which will lead to sensitivity to overcome the problems of the students themselves, including when they have succeeded. pass, then the values of sensitivity to

overcome various life problems will be transformed in social life even though the indicators are sometimes difficult to see with the naked eye, but can be lived, felt by themselves or others in the form of satisfaction and enjoyment and happiness. In other words, the essence of the existence of education will be more related to values (Sarbiran, 2002).

## Research Methods

This research is a type of qualitative research. The data used in this study consisted of two types, namely primary data and secondary data. The primary data in this study are data obtained directly from informants in the field which are closely related to the problem under study, namely the Implementation of the Life Skills Education Curriculum in Realizing Gender Equality in Ajangale Junior High School students, Bone Regency. The selection of informants used a purposive sampling technique, namely using selected informants who really mastered the problem, namely being able to tell experiences about access, participation, control, and benefits to education affecting the realization of gender equality for students of SMP 2 Ajangale, Bone Regency. For this reason, the main informants are trained teachers who apply the LSE curriculum in UNICEF pilot schools, trainers, principals, students and representatives of parents. Secondary data is an indirect source from informants, but through searching in the form of important documents related to research such as school strategic plans, institutional profiles, as well as other research supporting elements such as reference books and journals related to research. Although there are 12 UNICEF piloting schools in junior high schools, this research only focuses on 1 location, namely SMP 2 Ajangale.

Data were collected using the interview method while the research instrument used an interview guide. Interviews were conducted directly during the program evaluation money conducted by Unicef through the cross-sectoral money team at the end of July 2020 and the researchers continued to the residence of each informant. This was done because it was difficult to collect data directly in the field because during the research, learning in schools took place on-line due to the COVID-19 pandemic.

## Research Result

### 1. Get to know the Life Skills Education Module

To understand more closely the Life Skill Education Self-Reliance Curriculum, which is implemented by UNICEF in all piloting schools in Bone Regency, including 2 junior high schools in Ajangale which are the research locations, the authors present a brief profile of each module. The LSE module consists of 5 titles, each module has many themes. Of the 5 modules, there are 22 themes and are taught for 2 semesters into 22 meetings.

#### a) Module one: know yourself

This module emphasizes on students getting to know themselves and getting to know others, that's why LSE teachers convince students what they have to do, the teacher says: You may not realize it, but right now you are entering the most important stage in your life, namely; Adolescence, Adolescence is not only a time when your body undergoes rapid changes as a form of preparation for adulthood, but it is also a time when you begin to form your own unique identity. This period of identity formation will begin during adolescence and continue into adulthood, as you experience new important events and learn more about yourself. During adolescence, adolescents become less dependent on their

parents for the fulfillment of their basic needs. Rather than following their parents' beliefs and ideas, teens want to decide what is best for them, including the food they eat, the clothes they wear, the people they spend time with, and the opinions they develop about the world around them.

In this module, you will learn about who you are, and what makes you unique? You will begin to build your foundation and identity by testing your personality traits and values. Adolescence can be an exciting and challenging time, marked by many physical and emotional changes. To help you deal with these changes, you will also learn how to recognize your own feelings and those of others, and how to express your feelings in a positive way. You will also learn about how to maintain a high sense of self-worth and a positive body image during puberty, including thinking critically about what you see in the media so as not to get caught up in negative thoughts (Tim Penyusun Modul, 2019).

#### **b) Module two: Forming healthy habits**

The LES teacher tells students that think about the most successful people you know. Most likely, part of their success is the result of good habits and routines they have. As you start to become more independent, you have to make decisions for yourself, which your parents did before. Habits that you develop during your teenage years that will determine the path to success in your life it is these self later. In module two, you will learn about some of the most important personal habits that will help shape a happy and healthy lifestyle. These include the most important behaviors required to maintain good personal hygiene, the benefits of maintaining a healthy diet, and adequate exercise and the risks and consequences (consequences) of smoking or consuming alcohol and drugs other. In this module, you will also discuss the important role the internet plays in our daily lives and how to think critically about what you read and see online (Tim Penyusun Modul, 2019).

#### **c) Module three: Developing a respectful relationship**

Now that you've gained a better understanding of yourself, you'll now learn how to communicate and relate to the other people in your life, including your friends, family, and your future husband and wife. In module three, you will learn how to identify the difference between positive and negative relationships, and how to help your peers overcome bullying. You will also learn how to establish a safe and respectful relationship by setting boundaries and agreeing to negotiate. Other themes discussed during the course of this module include sex, pregnancy, marriage, and sexually transmitted infections (STIs), including HIV (Tim Penyusun Modul, 2019).

#### **d) Module four : Creating a Better World**

In module four, you will begin to think about your role and position in the world around you, and how you can participate in making it a better and inclusive home for everyone. You will learn about the concept of human rights and some of the reasons why some groups in the community cannot enjoy their human rights. You will also learn about gender equality and why it is important for everyone to enjoy their human rights regardless of their gender status/role as female or male. Next, you will learn how to take care of the environment by reducing the amount of waste you produce. Finally, you will see practical ways to promote peace and unity/togetherness in your community (Tim Penyusun Modul, 2019).

### e) **Module five: Taking action together**

After you have completed the first 4 (four) modules of the life skills curriculum, you will be more aware of some of the problems your peers face at school. In module five, you will plan a small project (task) to address one of these issues, and improve the well-being/happiness of your schoolmates. You will do this by creating a community and body map to note some of the relevant issues in your school. Through group work, you will draw a future vision of the changes you want in your school, and develop specific strategies to achieve them. These strategies will form the basis of your student-led project. At the end of the module, you will present your group idea to the school community, including other students, teachers, and community leaders (Tim Penyusun Modul, 2019).

### **Implementation of Gender Equality in Junior High School Students 2 Ajangale, Bone Regency.**

Gender mainstreaming in various sectors of life must be immediately encouraged and carried out continuously so that all elements of society immediately realize the importance of involving men and women in development. Fair involvement between all components leads to development progress in all fields, including the field of education. Educational institutions consist of several components that work together and influence each other to implement a culture of gender equality in schools which indirectly leads to the realization of gender equality in society. One of the efforts to realize gender equality in society is to strengthen the values of gender equality and justice through formal education institutions. To achieve this, the local government of Bone Regency through the education office and several related agencies collaborates with Unicef to implement Life Skills Education learning in several piloting schools, one of which is the State Junior High School 2 Ajangale. Knowledge of gender equality is contained in module 4 and taught by trained teachers so that students can have the knowledge and skills to apply the values of gender equality in life both at school, at home and in the community. To find out the indicators of the realization of gender equality in society, Rahmi Fitrianti & Habibulla used several benchmarks, namely; access, participation, control, and benefits that can be explained in more detail and concretely based on information gathered by researchers through direct interviews with selected informants.

#### **1. Have access to equal education between boys and girls**

Education and studying in Islam is a must. In the verse that was first revealed, namely the letter al-Alaq, the word Iqra 'is mentioned which means reading. This commandment implies the importance of learning through reading to understand all the phenomena that exist in the world. Prophet Muhammad SAW also reaffirmed the obligation to seek knowledge regardless of gender, namely "talab al-ilmi faridatun 'ala kulli muslimun wa muslimatin". So inclusive education is intended for both men and women. Because basically in Islam, knowledge is sacred and seeking or demanding it is a right and obligation for anyone (male and female) without any difference. One of the students' guardians said that:

Through the teachings of Islam that I adhere to and my children's explanations regarding gender equality education through LSE learning, I understand that studying is mandatory for anyone who wants and has the opportunity to demand it, especially with the

implementation of LSE learning in schools, it is increasingly necessary to study it seriously so that all children The nation has various abilities and professionals from an early age. Therefore, my children, both boys and girls, I give the same opportunity to continue their education (Ferawati, 2020).

Thus, it seems clear that with the implementation of Life Skills Education learning, parents' insight is increasingly open to facilitating access to education for all their children without distinguishing access between boys and girls.

## **2. Opportunity for active participation without discrimination**

Observational data in the research field shows that students of SMP 2 Ajangale have the opportunity to actively participate without discrimination as seen in the existence of equal opportunities given to male and female students to participate in program monitoring and evaluation. Students attend from representatives of all classes studying Life Skills Education. Each class is represented by 5 people each. Sometimes there are teams consisting of 2 boys and 3 girls or vice versa 3 girls and 2 boys per class. Another active participation without discrimination is that there is access to clean toilets that are separate for men and women so they don't mix anymore when they want to use the toilet. With the existence of this special female toilet, students and students are separated when accessing the toilet so that opportunities to make women uncomfortable such as being peeked at, being bullied when they get through when they are menstruating, and other unfair and unfair treatment are no longer there. This is reinforced by H. Sumardi, as follows:

Since the implementation of Life Skills Education learning at the state junior high school 2 Ajangale, I as the head of the UPT state junior high school 2 Ajangale have committed to having a special female toilet so that all students, both male and female, feel comfortable when accessing the toilet. We also ensure that all toilets in this school have clean water, soap and special sanitary napkins for women's toilets so that the chances of experiencing discomfort during menstruation are no longer felt by our students. The existence of this special women's toilet can also reduce bullying that is usually done by students when they find their female friends in the toilet. Even cases of children not going to school due to fear of penetrating no longer exist because students are free to change sanitary napkins every 4 hours for free, safe and comfortable (Rosmina,2020)

The interview data proves that at the state junior high school 2 Ajangale, since the implementation of Life Skills Education learning, all students have the opportunity to actively participate without discrimination. If previously there were often cases of bullying in schools due to students accessing the same toilets between boys and girls, since the access to female-only toilets in this school, all cases of discrimination have ceased to exist. All circles are aware of the importance of mutual respect and respect for each person, this is taught in module 4 about creating a better world. In this module, various themes are taught, including the position of each person in the world around them with the obligation to participate in making a better home. Learn about the concepts of human rights and gender equality, learn to care for the environment by reducing waste and learn practical ways to promote peace. Furthermore, regarding the opportunity for every student to have the opportunity to actively participate without discrimination, it can be seen in the process of selecting class presidents and student council administrators that are democratic, not only monopolized by certain genders, as expressed by Nasyita Amalia as follows:

The process of selecting class leaders and student council presidents is very democratic because the elections are conducted openly without intimidation and each participant nominates a candidate. The 3 winners of the most votes will be appointed as candidates for chairman and then elected directly, freely and secretly. The one with the most votes is declared the winner. If before we studied LSE the dominance of male students stood out, but when we studied LSE we could see that female voices were also starting to appear between the male class presidents and female class presidents, it was almost even, even the student council president could be won by a woman. (Nasyita Amaliyah, 2020).

These data indicate that students have more opportunities to actively participate without discrimination after the implementation of Life Skills Education learning at the state junior high school 2 Ajangale which is located east of the Welado Village office, Ajangale District, Bone Regency.

### **3. Involving students equally, both boys and girls, in exercising control over school policies**

Control over school policies in public junior secondary schools 2 Ajangale not only involves teachers but students are also involved fairly. As observational data shows during the implementation of LSE learning, many policies are new and seem sudden, such as making special toilets for women with access to clean water, soap and the availability of sanitary napkins, providing gallons in each class to reduce plastic waste, making flower gardens and providing trash cans in every classroom. class as a form of environmental care, including online learning in the even semester due to the Covid-19 pandemic so that face-to-face learning is abolished. All these policies are carried out with the approval and control of all teachers and students without exception. The voices of women and men are equally important in front of the principal as a policy maker to be implemented in this school. The observation data is reinforced by the results of the following interviews by LSE teachers:

At the state junior high school 2 In Ajangale there are 3 LSE teachers, all honorary and female. Before being determined by the school principal (UPT), it is first met before the teacher council by considering the teaching burden mandated for all existing teachers. The determination of the 3 LSE teachers even though all of them are women does not mean that they do not respect male teachers, but only three of us can teach them because the other teachers have all of their teaching burdens met while we are still able to get additional teaching hours. Even other policies as a consequence of implementing Life Skills Education learning involve students and their parents, for example in learning related to the theme of caring for the environment in which they also learn about healthy living with exercise, rest and eating nutritious food. Students in groups assisted by their parents at home prepare nutritious lunches and then take them to school to eat together (Rosmina, 2021).

This is reinforced by H. Sumardi said that:

In this school, eating together is often done to strengthen the friendship between teachers, parents and students so that entertaining guests is not a burden. That's why the application of Life Skills Education learning is easy to implement even with a limited budget and seems impromptu because all parties are involved and can feel the positive impact of this learning

The results of these interviews indicate that the control of school policies involves all parties, both men and women, both teachers and students, all are involved and have the right and access to do so without any burden.

#### **4. All students have the right to benefit from educational progress**

Indonesian society in the third millennium is faced with major changes in the fields of science and technology, economy, and socio-culture. Some people enter the information society although some are in an industrial society, and some are still in an agrarian society. At the beginning of the third millennium, the Indonesian people entered AFTA 2003 and APEC 2010 which required the readiness of human resources to compete and become winners in global competition. In the face of increasingly fierce competition and environmental uncertainty in the future, high quality human resources are needed, and therefore one of the efforts that must be prioritized in improving the quality of the nation in terms of the quality of human resources is through education.

This increasingly competitive world is full of competition, requiring its generation to be smart, creative, and innovative. All of these skills can be realized, one of which is through creative reading activities. The demands of this century make the younger generation thirsty for reading both from within and outside the country. Reading may be an easy activity to do, but hard to make a habit of. Bored, bored, quickly approached when starting reading activities, so that the younger generation felt that reading was a boring activity. Especially in this day and age where all things can be visualized into graphics, thereby reducing people's interest in reading. For example, when a teen fiction novel is made into a feature film, most teenagers prefer to watch the film without reading the novel. This is because it is time efficient where they can understand the content of the story it only takes about 1.5–2 hours to watch it instead of reading the novel for days. However, there are some things that cannot be simply described, such as studying science. It can't be understood when you just watch it, but you have to read it over and over again and even have to practice it so that what you read can be absorbed by the brain.

Similarly, the application of Life Skills Education learning emphasizes the practical aspects in everyday life. For this reason, in this learning process the teacher uses a variety of innovative, participatory, and fun learning methods including; 1. Role playing (role playing) 2. debating 3. drawing 4. playing cards 5. case studies 6. discussion, 7. Questions and answers, 8. peer tutoring, 9. cooperative learning 10. participatory, 11. simulation, 12. problem solving, 13. project base learning, 14. inquiry, 15. discovery learning, 16. Lectures, 17. games, 18. brainstorming, 19. FGD (Forum Group Discussion) and brain storming (brainstorming). To find out whether all students all students benefit from educational progress in the form of Life Skills Education learning, the following is conveyed by Nurlina:

All students are entitled to benefits in this LSE learning in the form of embedded 13 skills, namely; self-regulation, creativity, critical thinking, making decisions, negotiating, working together, solving problems, participating, managing emotions and stress, being resilient, empathizing, communicating, and respecting differences (Nurlina, 2020).

Further to understand the 13 skills that are instilled can be described in the following table:

Table: 01

## Life Skills in Learning Life Skills Education

|                              |   |
|------------------------------|---|
| Organize Yourself            | The ability to understand the potential impact of a person's thoughts and actions on themselves and others, and change them when necessary. |
| Creativity                   | Ability to approach problems and tasks in new and different ways.   |
| Critical thinking            | Ability to analyze information thoroughly, including distinguishing myths and facts, and considering different opinions and perspectives.   |
| Make decisions               | The ability to choose the best course of action from a variety of possibilities and consider the consequences of different decisions.       |
| Negotiate                    | The ability to consider the needs and perspectives of different people to achieve the best possible outcome for everyone involved.          |
| Cooperate                    | Ability to cooperate with others in achieving common goals.   |
| Solve the problem            | Ability to resolve problems with satisfactory results for all parties involved.   |
| Participate                  | Willingness to be part of team activities or group discussions.   |
| Managing Stress and Emotions | The ability to identify and manage one's feelings and emotions.   |
| Resilience (Resistance)      | The ability to 'bounce back' after a difficult experience.  |
| Empathize                    | The ability to consider the needs and feelings of others.   |
| Communicate                  | The ability to express one's ideas and beliefs in a convincing way.   |
| Appreciate Difference        | The ability to value and value different people, along with their perspectives, beliefs, ideas and opinions.                                |

Source: Life Skills Education Module for junior high school students.

Other benefits that can be obtained by all students without any differences between men and women are stated by Asni B as follows:

The implementation of LSE at the UNICEF Pilot Project School in Bone Regency has an impact on students in various ways, including: Students are able to be independent, students acquire life skills, Students are able to overcome bullying problems, Students are able to overcome problems of Menstrual Hygiene Management (MHM). ), Students are able to manage the environment, students are able to overcome child marriage problems, students know and are able to practice various learning methods (Asni B, 2020).

The positive impact of implementing Life Skills Education learning in the UNICEF Pilot Project Junior High School, especially in the state junior high school 2 Ajangale, the most important and fundamental in nature possessed by students is the ability to be independent as stated by Mukhlis, as follows:

After studying Life Skills Education, students can act independently, such as; able to live a clean lifestyle at school, at home, and in the neighborhood where they live, dare to refuse things they don't want and say yes to things they like and dare to refuse child marriage, dare to refuse promiscuity, more aware and sensitive to all kinds of violence, gender injustice, harassment and bullying (Ismail Marzuki,2020).

From the information above, it can be understood that with the implementation of LSE learning, it has a lot of positive impacts on the students receiving the program. Among these positive impacts are the ability of students to be independent. Independence in the form of implementing a clean lifestyle at school, at home, and in the surrounding environment, daring to say no to what they don't want and saying yes to the things they want and daring to refuse child marriage, daring to reject unhealthy relationships such as promiscuity, more aware and sensitive to all kinds of acts of violence and harassment and bullying. Therefore, LSE learning should be applied in all schools because it has a very real positive impact on students and other people.

The same thing was stated by Nur Rahmasani, as follows: 'After studying LSE I was able to be independent in the form of being able to solve the problems I faced without having to depend completely on others and dare to take the right attitude. I don't need to involve teachers and parents in solving the problems I face' (Nur Rahmasani,2020). Meanwhile Andi Nurhalisa, said: 'After studying LSE I was able to be independent in the form of being able to make my own decisions, especially regarding personal matters' (Andi Nurhalisa, 2020). As for Akbar Aprian H, said; 'The form of independence that is embedded during LSE learning is that I can be confident, think critically and be responsible in carrying out all activities both at school, at home and in the social environment of the community where I live (Akbar Aprian H, 2020). Meanwhile Moh. Safir Rusadi said: 'after I studied LSE I was able to be independent and solve personal problems and be more sensitive to the problems that afflict others (Muh. Safir Rusadi, 2020). Meanwhile Yuni Fasiati stated that "after my son studied LSE at school, he was independent, able to take care of himself, do things without involving his parents and even help me shop at the market and cook in the kitchen and sometimes also help his father wash the vehicle and do the gardening. My son is also diligent in helping with household chores such as sweeping, tending the flowers, and cleaning the bed." Meanwhile, Ferawati said "after learning LSE my son is able to wear sanitary napkins properly, after menstruation he must take a bath, get enough rest during menstruation, eat nutritious food, and throw sanitary napkins in the trash ( Ferawati, 2020).

The data from the various informants shows that there are many positive benefits that students get after learning Life Skills Education, one of which is that students are able to independently do various things without involving other people. In addition, students can also solve the problems of their lives easily, can also take care of themselves, their environment, and their families well.

## Conclusion

Based on the results of the research presentation entitled Implementation of the Life Skills Education Curriculum in Achieving Gender Equality in State Junior High School Students 2 Ajangale, Bone Regency, the following conclusions can be drawn:

1. LSE learning consists of 5 modules divided into 22 themes/meetings taught in 2 semesters instilling 13 skills, namely; the ability to self-regulate, creativity, critical thinking, making decisions, negotiating, collaborating, solving problems, participating, managing emotions and stress, resilience/resilience to life's tests, empathy, communication, and respect for differences.
2. The Implementation of Gender Equality in State Junior High School Students 2 Ajangale, Bone Regency can be seen in 4 aspects, namely; students have access to equal education between boys and girls, have the same opportunity to actively participate without discrimination, involve students fairly, both boys and girls, in exercising control over school policies, all students have the right to benefit from progress education.

## References

Fakih, Mansour. *Gender Analysis and Social Transformation*, Cet. II; Yogyakarta: Pustaka Pelajar, 1997.

<http://stff.uny.ac.id/sites/default/files/pengabdian/dr-marzuki-mag/dr-marzuki-mag-studi-about-kesetaraan-gender-dalam-vari-aspect.pdf> downloaded on 18 July 2021.

Muhardi, "Education Contribution in Improving the Quality of the Indonesian Nation" *Journal Mimbar* Volume XX, No. 4, 2004,.

<sup>1</sup>Rahmi Fitrianti & Habibulla, "Gender Inequality in Education; Study on Women in Majalaya Sub-district, Karawan Regency", *Journal of Socioconception*, Vol. 17, No. 01, 2012, h. 85.

Ratnawati, Dewi. et.al "Gender Equality in the Education of Men and Women", *Harkat Journal: Gender Communication Media* Vol. 15, No. 1 oleh PSGA UIN Syarif Hidayatullah Jakarta: 2019.

Rudiyanto, R., "Competency-Based Curriculum (KBK) with Contextual Approaches and Life Skills", *Journal of Education and Teaching* IKIP Negeri Singaraja, Special Edition, 2003.

Sarbiran, "Life Skills and Skills: An Issue of Human Dignity", *Journal of Education Cakrawala*, Vol. 31, No. 2, published by LP2M UNY, 2002.

Satori, D., "Implementation of Life Skills in the Context of Education in Schools", *Journal of Education and Culture*, 2002.

Slamet, "Life Skills Education: Basic Concepts" in the journal *Education and culture* Jakarta: Balitbang Diknas, 2002.

Sumar, Warni Tune. "Implementation of Gender Equality in Education", *the journal Musawa IAIN Datok Karama Palu*: Vol. 7 No.1 June 2015.

Tim Penyusun Modul, *Life Skills Education for Junior High School Students Revised Edition of Student Work Guide, 2019*.

Umar, Nasaruddin. *The Argument for Gender Equality Perspective of the Qur'an*. Cet. I; Jakarta: Paramadina, 1999.

Yaumi, Muhammad. *Character Education, Foundations, Pillars, & Implementation*. Cet. I; Jakarta: 2014.

### **Information List**

Akbar Aprian H, State junior high school student 2 Ajangale, interview on July 25, 2020 in Welado Village

Andi Nurhalisa, State junior high school student 2 Ajangale, interview on July 25, 2020 in Welado Village

Asni B, LES teacher of public junior high school 2 Ajangale interview on July 25, 2020 at SMP 2 Ajangale in Welado Village.

Ferawati, parents of state junior high school students 2 Ajangale, interview on October 2, 2020 in Welado Village.

H. Sumardi The head of the UPT of the state junior high school 2 Ajangale interviewed on July 25, 2020 at SMP 2 Ajangale in Welado Village.

Ismail Marzuki, LSE (Life Skills Education) trainer interview on July 25, 2020 at the state junior high school 2 Ajangale in Welado Village.

Muh. Safir Rusadi, State junior high school student 2 Ajangale, interview on July 25, 2020 in Welado Village

Nasyita Amaliyah, State junior high school student 2 Ajangale, interview on July 25, 2020 in Welado Village

Nur Rahmasani, State junior high school student 2 Ajangale, interview on July 25, 2020 in Welado Village

Nurlina, LES teacher of public junior high school 2 Ajangale interview on July 25, 2020 at SMP 2 Ajangale in Welado Village.

Rosmina, LES teacher of public junior high school 2 Ajangale interview on July 25, 2020 at SMP 2 Ajangale in Welado Village.

Yuni Fasiati, parents of state junior high school students 2 Ajangale, interview on October 2, 2020 in Welado Village.