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## The Implementation of Life Skill Education (Lse) Learning In Strengthening Character Education In Bone District

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### Abstract

This paper aims to reveal the suitability of Life Skills Education learning with the 2013 curriculum which is able to strengthen the character education of students in schools designated by the local government as Unicef piloting schools in Bone Regency. This research is located in SMP Negeri 2 Ajangale so it includes field research using a qualitative approach. The research instrument used an interview guide and google form. The results showed that; The formulation of Life Skills Education Learning Implementation that is Relevant to the 2013 Curriculum is based on six core curriculum components, namely, curriculum objectives, Program/Material Content and Structure, Learning media, methods, and evaluation. These characters include; the ability to self-regulate, creative, critical thinking, making decisions, negotiating, cooperating, solving problems, participating, able to manage stress and emotions, resilient, able to survive, empathize with communication, and appreciate differences.

**Keywords:** Implementation, Learning, Life Skills Education, Strengthening Character Education

### Introduction

Education is essential to improve the nation's quality of life. Meanwhile, school is a special place to instill values and help develop a complete personality, experience freedom, and be responsible as individuals and social beings.<sup>1</sup> Therefore, the renewal of the education component must always be carried out to always improve the quality of national education. One of the crucial components of the education system is the curriculum according to Law no. 20 of 2003. The curriculum, according to Law no. 20 of 2003 concerning the National Education System, as quoted by Neta Dian Lestari, is a set of plans and regulations regarding the objectives, content, and learning materials, as well as the methods used as guidelines for the implementation of learning to achieve specific educational goals.

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<sup>1</sup> Imas Kurniasih, *Character Education: Internalization and Learning Methods in Schools*, Kata Pena, vol. cet. I (Jakarta: Kata Pena, 2017), p. 67.

Therefore, the renewal of the education component must always be carried out always to improve the quality of national education.<sup>2</sup>

In experiencing better education in Indonesia, it is necessary to strive for improvement through fundamental, consistent and systematic steps. The built education paradigm is education that can develop the potential of students to be brave to face life and global challenges without feeling pressured. The existence of such education is able to encourage students to have knowledge and skills and quickly adapt to the environment. Life skills education-oriented is an alternative perspective of education reform to anticipate future demands.

Thus, the Life skills education curriculum of the 2013 curriculum emphasizes that students are required to live more meaningful and thrive in a stable and responsible mentality. A person is categorized as having life skills if they are concerned with having character.<sup>3</sup> Such as; being able and skilled in living their life with pleasure and happiness, including personal life, family, neighbors, community, company, nation, and other lives. The characteristic of life is the changes, and change itself always requires skills to deal with it.<sup>4</sup>

Curriculum implementation has an influential position on the success of the curriculum as a written plan. As quoted by Slamet, Hasan said, "... if the written curriculum is implemented then the processed curriculum is the realization or implementation of the curriculum as a written plan". It could be that two teachers who implement a curriculum (e.g., Life Skills Education subject) will be received or mastered by students differently; it is not the difference in content or aspects of the curriculum but in teachers' efforts in implementing the curriculum.<sup>5</sup>

Life skills are different but essential as livelihood and academic skills.<sup>6</sup> Livelihood skills teach us how to do assignments, while academic skills teach us how to understand a concept, but life skills enable us to use these skills in the real world, which often requires us to work with others.

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<sup>2</sup>Neta Dian Lestari, "Analysis of 2013 Curriculum Implementation in Improving the Quality of Economic Learning in State Senior High Schools in Palembang," *Journal of Balance: Journal of Accounting Education and Economics* 2, no. 1 (2018), p. 68.

<sup>3</sup>Arifuddin Arifuddin, "The Concept of Prophetic Education (Tracking Prophetic Visions in Education)," *MUDARRISUNA Journal: Media Studies of Islamic Religious Education* 9, no. 2 (2019): 319, <https://doi.org/10.22373/jm.v9i2.4782>.

<sup>4</sup> PH Slamet, "Life Skills Education: Basic Concepts," *Journal of Education and Culture* 8, no. 37 (2002): 23-37.

<sup>5</sup>Suyatmini Suyatmini, "Implementation of the 2013 Curriculum in the Implementation of Accounting Learning in Vocational High Schools," *Journal of Social Science Education* 27, no. 1 (2017): 60-68.

<sup>6</sup>Sarifa Suhra, *Strategi Guru Pendidikan Agama Islam dalam Mengembangkan Pendidikan Karakter pada Peserta Didik SMA Negeri 1 Watampone* (2013).

Table: 1.1  
Examples of Academic Skills , Livelihood Skills , and Life Skills

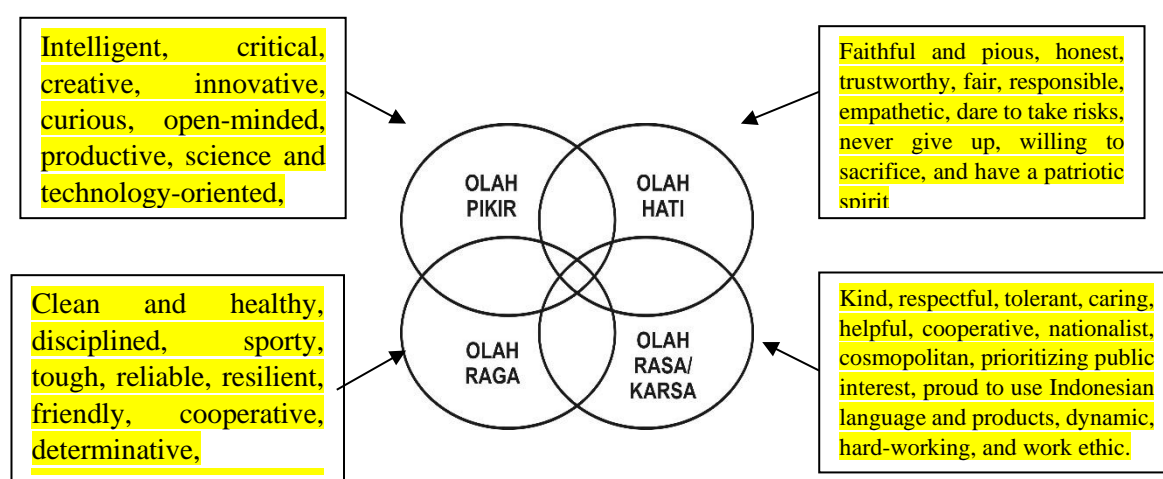
Academic Skills	Livelihood Skills	Life Skills
Mathematics	Carpentry	Communication
Natural Science	Sewing	Group Collaboration
Literacy	Bookkeeping	Self-Awareness
History	Agriculture	Critical Thinking

Source: Life Skills Education Module for Junior High School Students.<sup>7</sup>

The main difference between LSE (Life Skills Education) and several other forms of education is that LSE requires teachers to use a participatory approach in involving their students during the teaching and learning process. An important aspect that becomes the reason why *Life Skills Education learning* is urgent to be implemented is that children's character will be built through this learning, not only strengthening character education values from the material given but also integrating the learning and involved student through thought, heart, feeling, body stimulation. The integration of these four occurs in character. More details can be described as follows:

Figure 1

Integration of spiritual and emotional development (*Olah Hati*), intellectual development (*Olah Pikir*), affective and creativity development (*Olah rasa dan Karsa*), And physical and kinesthetic development (*Olah Raga*).<sup>8</sup>



In today's era, the threat of losing character is becoming more factual. The currents globalization is eroding the noble character values, incredibly wrong understanding of the

<sup>7</sup>Drafting Team, PKH (*Life Skills Education*) Module for Junior High School Students , Revised Edition , vol. Revi Edition, 2019, p. 23.

<sup>8</sup>Sarifa Suhra, *Strategy of Islamic Religious Education Teachers in the Implementation of Character Education Case Study of SMA Negeri 1 Watampone* , Gunadarma Ilmu , Cet. I (Makassar: Gunadarma Ilmu, 2016), p. 107.

meaning of freedom as the leading democracy is translated as *free will*, freedom of will without standard rules, the freedom is frequently defined as freedom of action. Fights among students, villages, vigilanteism, which are happening in various places. This is also limit people in having a civilized, character, and noble character.<sup>9</sup>

Moving from the current lousy phenomenon of the character of students, the implementation of the *Life Skill Education Curriculum* can be part of the solution to strengthening character education. That is why this article "Implementation of *Life Skills Education* in an effort to Strengthen Character Education in Bone Regency" is very urgent to study because the *Life Skills Education subject*, abbreviated as LSE, is the new subject where the emphasis is not on the knowledge aspect (*Hard Skills*) but on strengthening values. This LSE emphasizes the involvement of students more dominantly than teachers; therefore, following the current curriculum 2013, which is full of strengthening character values. This study aims to reveal the suitability of *Life Skills Education learning* with the 2013 curriculum, which is able to strengthen the character education of students at schools that the local government designed as Unicef *piloting schools* in Bone Regency. The first trial implementation of *Life Skills Education* teaching in the academic year of 2019/2020 was in 12 piloting junior high schools in Bone Regency and continues to the present. In the early days of implementation, it was maximally carried out face-to-face at schools; in contrast, due to the COVID-19 pandemic, *Life Skills Education learning* was carried out online.

Saproni, in his journal entitled *Independence Education in Islam*. It explains that some of the characteristics described in Islamic law are the character of independence, independence in being responsible for their behavior and actions before Allah SWT, the applicable laws, and the regulations where a person is located. This independence enforces people starting from a child to puberty. Furthermore, the characteristics of a person can be measured by their maturity of mind, menstruation for girls and the growth of beards and mustaches for boys. At the same time, some characteristics apply to both, such as being 15 years old, growing pubic hair, and releasing semen. By having the mentioned characteristics, it can be implied that one has already received *taklif* (obligation) from Allah. They are obliged to carry out his religious law, and the angels begin to record every good and bad deed he does (Saproni Ahmad).

Bambang Dalyono, et al. in "Implementation of Strengthening Character Education in Schools", said: The essence of character education in the context of education in Indonesia is the value of education, derived from the noble values of Indonesian culture, which is fostering the young generation personality. The Implementation of Character building at school includes: an autonomy model by placing character education as a separate subject, an integration model by uniting values and characters that will be formed in each subject, an extra-curricular model through an additional activity oriented toward students' character-building students, and collaboration models by combining these three models in all school activities. Conclusion: Efforts to realize national civilization through national character education are never separated from the educational environment both within the family, school and community. Implementation models for strengthening character

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<sup>9</sup>Bambang Dalyono and Enny Dwi Lestariningsih, "Implementation of Strengthening Character Education in Schools," *Bangun Rekaprima: Engineering, Social and Humanities Development Scientific Magazine* 3 3, no. 2 (2016): 33-42.

education: models of autonomy, integration, extra-curricular, and collaboration. Implementation of strengthening character education: exemplary classroom learning, integration with all subject matter, integration in co-curricular and extra-curricular activities, empowerment and culture, and strengthening. Teachers are responsible for producing a generation of character, culture, and morality.<sup>10</sup>

The two articles are relevant and support the idea built in this paper, namely the importance of life skills education to realize students who have independence and the importance of the latest model in efforts to strengthen character education for students at schools. However, the ideas studied in this paper are very different from the two articles above, especially in implementing Life Skill Education learning. Suppose Saproni emphasizes the Independence Education in Islam. At the same time, This study refers to the Life Skill Education learning developed by Unicef as a model for strengthening character education for students of SMP Negeri 2 Ajangale, Bone Regency. However, the two are still in line because they both fight for the importance of instilling the character of independence in children.

This research is a qualitative study. The actual data consists of two types: primary and secondary data. Primary data were obtained directly from informants in the field related to the problem under study, namely "Implementation of Life Skill Education to Strengthen Character Education in Bone Regency". Meanwhile, secondary data were obtained from various related sources such as; books, journal articles, and so on that support this research. The selection of informants used a purposive sampling technique, which selected informants who met specific criteria, likely mastered the problem, who are able to tell experiences about the formulation of the implementation of Life Skills Education learning that is relevant to the 2013 curriculum and can show evidence of strengthening character through the implementation of Life Skills Education learning of students of SMP 2 Ajangale, Bone Regency. For this reason, the researchers selected the primary informants: trained teachers who apply the LSE curriculum in UNICEF pilot schools, LSE trainers, school principals, and students. Even though there are 12 UNICEF pilot schools in 12 junior high schools, this research only focuses on 1 location, SMP 2 Ajangale, considering the implementation process and the impact of Life Skills Education learning in every school is the same. Based on the findings of the cross-sectoral program monitoring and evaluation (monev) team formed by Unicef and the local government of Bone Regency, who arrived at the location at the time of this research.

Data were collected by using the interview method, while the research instrument used was an interview guide. Interviews were conducted directly during Unicef's monitoring and evaluation program through the cross-sectoral monitoring and evaluation team at the end of July 2020, and the researchers continued to the residence of each informant. This was caused by the difficulty of retrieving data directly in the field caused by the online learning at school due to the COVID-19 pandemic. However, obtaining data was also conducted via google form due to the difficulty of finding informants due to access restrictions.

## Research Results

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<sup>10</sup> Dalyono and Lestariningsih.

### ***1. The Formulation of Implementing Life Skills Education Learning, which is Relevant to the 2013 Curriculum.***

The curriculum's function in the educational process is a means to achieve educational goals; therefore, the curriculum has supporting components that support each other. Education experts have variety in determining the number of these components, although the meaning and understanding are almost the same. Nana Syaodih Sukmadinata; divides the curriculum components into six components. They are objectives, teaching materials, teaching strategies, teaching media, teaching evaluation, and teaching improvement. Meanwhile, Abdullah Idi divides the curriculum components into six, namely, objectives, content and structure of the program/material, media/infrastructure, teaching and learning strategies, teaching and learning process, and evaluation/assessment.

#### **1. Curriculum Objectives**

Life Skill Education curriculum in the UNICEF Pilot Project at Junior High School in Bone district can be identified by knowing the reasons behind its implementation at the Junior High School level and not at other levels of education. To find this out, one of the LSE trainers stated the following:

Why is LSE taught at the junior high school level? The answer is because at the age of junior high school or adolescence, the age of 13-15 years, students generally have experienced changes in themselves, both physically and mentally. They have started to search for and shape their identity, especially women who have experienced menstruation. For this reason, it is necessary to equip them with knowledge of life skills, at least the ability to take care of themselves during menstruation and the ability to control emotions and survive when something is disturbing their thoughts and feelings.<sup>11</sup>

From this information, it is implied that teenagers in junior high school are very appropriate to be given materials of independence curriculum of Life Skill Education learning. Therefore, they may understand the basic of independence from an early age. As a result, they can be equipped with the ability to take care of themselves during menstruation and the ability to control emotions and survive when something that disturbs thoughts and feelings. Disturbances of thoughts and feelings will hit teenagers while they experience physical changes and puberty, especially during their period.

In this stage, the sense of competition among teenagers, loving, and even bullying from other friends also occurs, and it will affect teenagers' state of mind and feelings. If they are not ready with the ability to manage their emotions well, they may take actions that endanger themselves and others. That is why we often find teenagers who find problems with the police due to brawls, promiscuity and drinking. For these reasons, the implementation of LSE becomes very urgent.

Sam Arif stated the objectives of the LSE learning as follows:

LSE learning aims to support youth to develop and use the skills identified as necessary in their personal contexts. PKH can provide specific knowledge to control a situation or solve

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<sup>11</sup> Sam Arif, "LSE Trainer and Supervisor of Middle School Education and Culture Office of Bone Regency in Watampone, Results of Interview Guidelines Answers via Google Form on August 24," 2020.

common problems they face. Sometimes these issues can be sensitive, taboo, or controversial to discuss. However, if we avoid teaching them to young people, there is a chance that they may make bad decisions that can harm themselves and their families.<sup>12</sup>

Based on this previous quote, it is implied that the purpose of LSE learning is to support adolescents in developing and practising various skills identified as essential in their personal contexts to become responsible human beings for themselves, others and their environment. As Muslims, LSE teachers can integrate them with Islamic teachings. Responsible LSE teachers can provide specific knowledge to control a situation or solve common problems they face. Sometimes these issues can be sensitive, taboo, or controversial to discuss. However, if we avoid teaching them to teenagers, they could make bad decisions that will harm themselves and their families now and in the future.

## **2. Content and Structure of the Program/Material**

The structure and content/materials of the LSE independence curriculum (*Life Skill Education*) are summarized completely into five modules and 22 themes and are contained in the teacher module and student module, as stated by Sam Arif, as follows:

LSE learning consists of 5 modules and there are 22 themes (meetings), namely:

### **Introduction to PKH/LSE**

Meeting 1: Introduction

### **Module 1: Knowing Yourself**

Meeting 2: My Identity

Meeting 3: Expressing Emotions

Meeting 4: Positive Body Image

Meeting 5: Going through Puberty

### **Module 2: Performing Healthy Habits**

Meeting 6: Personal Hygiene

Meeting 7: Sports and Nutrition

Meeting 8: Smoking, Alcohol and Other Drugs

Meeting 9: Internet and Social Media

### **Module 3: Developing Respectful Relationships**

Meeting 10: Making Friends

Meeting 11: Love

Meeting 12: Reproduction Health

Meeting 13: Sexual Health

### **Module 4: Creating a Better World**

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<sup>12</sup> Wise.

Meeting 14: Human Rights

Meeting 15: Environmental Care

Meeting 16: Gender Equality

Meeting 17: Peace and Conflict

### **Module 5: Taking Action**

Meeting 18: Identifying Problems

Meeting 19: Analyzing Problem

Meeting 20: Setting Targets and Goals

Meeting 21: Planning Project

Meeting 22: Conclusion . (Interview: Sam Arif, 2020)

### **3. Media/ Infrastructure**

Regarding the learning media and infrastructure used by LSE teachers in transferring learning materials to students, they are quite diverse, as explained by A. Ratnawati, as follows:

The media used by teachers in teaching LSE/PKH in class are quite diverse, and UNICEF facilitates all, except laptops, LCDs and female toilets. The media include; Laptops, LCDs, Modules, Power points, films, music, colourful markers, cards/clip cards, flipcharts, the social and natural environment, and students hearing voice messages over the radio by the trainer. For other facilities that support MKM (Menstrual Hygiene Management) materials, there are special toilets for women that permanently prepare sanitary napkins obtained from Dana Bos (school operational funds) or UKS (school health unit) funds/budget. Therefore, female students who got a period do not need to go back home or skip school just because they do not feel comfortable, embarrassed and worried about bullying from their peers.<sup>13</sup>

From this statement, it can be implied that the media and infrastructure used by teachers in transferring LSE materials are quite complete and varied. They are visual, audio, and audio-visual media. Visual media includes Laptops, LCDs, Modules, Power points, colourful markers, cards/clip cards, flipcharts, and the social and natural environment. In addition, it also prepares special toilets for a female that permanently provides sanitary napkins obtained from school operational funds (Dana BOS) or UKS (school health unit) funds. As a result, female students who experience menstruation do not return home or skip school caused of discomfort, embarrassment and fear of being bullied by their friends. Audio media facilitates students to hear voice messages over the radio from the trainer, and the audio-visual media includes videos/films and music that accompanies students while studying. Furthermore, Asni, B., said:

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<sup>13</sup> A Ratnawati, "Chairwoman of LPP Bone, Person in Charge of the LSE Program, and Secretary of the Office of Women's Empowerment and Child Protection in Bone Regency, Interview on August 26 in Watampone," 2020.

We use various kinds of media in teaching LSE/PKH materials in schools, including audio, visual, and audio-visual, both virtual and non-virtual such as video, sound recordings, print modules, pictures, paper and colourful markers of various sizes, colourful double tip (plaster), pens, crayons, flipcharts, and others.<sup>14</sup> This statement implies that the media teachers use to teach LSE material are varied; thus, students are interested in learning LSE.

#### 4. Teaching and Learning Strategies/Methods

The teaching and learning method will determine the success of achieving the learning objectives because an interesting method has implications for a pleasant learning atmosphere. At the same time, fun learning can stimulate and increase students' interest in learning. LSE/PKH learning is very interesting, as stated by Ismail Marzuki, as follows:

LSE/PKH learning is very interesting because many new things are conveyed and useful for teenagers' life because trained teachers teach it, and students can learn while playing, singing, and sometimes relaxed with simple stretching with music. Besides that, each student has LSE/PKH modules in the form of books and internet links, and the given material is related to students' real life, more participatory, no one students' questions were considered unimportant, and students knew the most about the material; it is formulated in the form of games, role -playing, simulation, practice, group discussion, experiment and others.<sup>15</sup>

It inferred that learning the LSE independence curriculum is very interesting for students because the material is related to students; daily life; it was taught by professional and trained teachers, equipped with teaching materials in the form of students and teachers' modules both printed and internet link. During the covid 19 period, students were still able to learn through videos sent by trainers, and even the trainers took turns giving *live material* through RRI Bone Radio. In addition, the teacher conveys the material to students in a participatory manner, and all are allowed to argue that there are no questions and opinions considered wrong, stupid, or unimportant. Students are positioned as people who know the most about the material in the form of games, *role-playing*, simulation, practice, group discussion, experiments, and others, following the directions contained in the module. The opinion of Sam Arif reinforces this, "PKH learning is engaging because the learning model was set with games, simulations, role-playing, working together in groups, presentations, and *ice breaking*".<sup>16</sup> Based on the observations at the location, there were various types of *Ice Breaking*, for example, Games, watching motivational videos, penguin gymnastics, relaxation exercises/breathing techniques, and others.

Teaching an independent curriculum requires various learning methods to make students interested and raise their enthusiasm for learning; thus, the material will be easier to understand. The various learning methods used in LSE learning are stated by Kasma, as follows:

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<sup>14</sup> B Asni, "LSE teacher at SMP 2 Ajangale Interview on July 25, 2020 in Welado Village, Ajangale District, Bone Regency," 2020.

<sup>15</sup> Ismail Marzuki, "Analyst for the Implementation of the Middle School Curriculum and the Cross-Sectoral Monitoring and Evaluation Team for the Prevention of Child Marriage, Interview on August 28, 2020 at the Bone Regency Education and Culture Office in Watampone," 2020.

<sup>16</sup> Arif, "LSE Trainers and Junior High School Supervisors at the Bone Regency Education and Culture Office in Watampone, Results of Interview Guidelines Answers via Google Form on August 24th."

In teaching LSE, trainers are trained by YIM (Yayasan Indonesia Mengabdi), UNICEF partners in designing materials and delivering methods. Furthermore, the trainers train teachers to be a core and teach LCS to their students in the class. The implemented learning methods are 1. 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-based learning*, 14. *inquiry*, 15. *discovery learning*, 16. lectures, 17. *games*, 18. *brainstorming*, 19. *Forum Group Discussion*, and others.

From this information, it can be understood that in LSE learning at the UNICEF *pilot project at junior high school*, LSE teachers use various learning methods. They are Role-playing, debating, drawing, playing cards, case studies, discussion, question and answer, peer tutoring, *cooperative learning*, participatory, simulation, *problem-solving*, *project-based learning*, *inquiry*, *discovery learning*, lectures, *games*, *brainstorming*, *Forum Group Discussion*, and others. This finding was confirmed by the answer of LSE teacher Rosmina, saying that 'the method I used as an LSE teacher at SMP 2 Ajangale included many types; like; discussions, role playing, playing cards, drawing, case studies, questions and answers, lectures, etc.<sup>17</sup>

### 5. Teaching and Learning Process

The teaching and learning process of the independence curriculum (LSE learning) is very close to the implementation of the 2013 curriculum (K13), as stated by Sam Arif as follows:

In Core Competencies, PKH also has the same competencies as like as K13, which has been designed for Affective Core Competencies (KI-1 and KI-2), Cognitive Core Competencies (KI-3) and Psychomotoric Core Competencies (KI-4). The difference between KI-4 and KI-4 in PKH/LSE is that the psychomotor provides life skills. This skill is different from other subjects. For instance: science provides skills to use a microscope, dissect frogs, or utilize tools/instruments. In contrast, skills in PKH/LSE emphasize more aspects of positive behaviour or intelligence skill in taking action, live and communication principles, Collaborating, negotiating, and intelligence in managing stress and emotions. Regarding basic competence, K13 is similar to LSE/PKH, which also has basic competence and indicators. On the other side, the basic competence in LSE/PKH develops and explores life skills.

In the evaluation aspect, what is measured is the extent to which students can understand and apply the thirteen life skills. Therefore, the evaluation of cognitive competence is only through quizzes, while the evaluation of psychomotor is how to use their life skills.<sup>18</sup>

From the results of the interview, it is known that both the independence curriculum and the 2013 curriculum have core competencies and basic competencies. In Core Competencies, LSE has the same core competencies as K13, which has been designed for Affective Core Competencies (KI-1 and KI-2), Cognitive Core Competencies (KI-3) and Psychomotor Core Competencies (KI-4). In KI-4 PKH/LSE, the skills provided are life skills, different from skills like in other subjects. For example, science provides skills to use

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<sup>17</sup> Rosmina, "LSE teacher of SMP 2 Ajangale, Interview in Welado Village, Ajangale District, Bone Regency," 2020.

<sup>18</sup> Arif, "LSE Trainers and Junior High School Supervisors at the Bone Regency Education and Culture Office in Watampone, Results of Interview Guidelines Answers via Google Form on August 24th."

a microscope, dissect frogs, or use tools. However, skills in PKH/LSE emphasize more aspects of positive behaviour. Alternatively, intelligence in taking action, principles of living and communicating, working together, negotiating, and intelligence in managing stress and emotions.

## 6. Evaluation

An evaluation is needed to see the success of implementing the independence curriculum. Considering that the evaluation component is closely related to other components, this method of assessment or evaluation will determine the objectives of the curriculum, materials, and the teaching and learning process. Furthermore, assessment is critical to show not only the level of student achievement but also a source/ *input* in improving and developing a curriculum. Evaluation is not only carried out by teachers but also by the wider community and those who are indeed authorized in education.

### a. Teacher

Teachers play a very strategic role, especially in shaping the nation's character and developing students' potential. The presence of teachers cannot be replaced by other elements, especially in our multicultural and multidimensional society, where the role of technology in replacing teachers' duties is still minim. One of the teacher's roles is to evaluate. To find out the evaluation technique carried out at the UNICEF Pilot Project Junior High School, which applied the LSE independence curriculum, especially at SMP 1 and SMP 2 Ajangale, Bone Regency. Nurlina, stated as follows:

Teachers monitor and evaluate LSE/PKH learning in every meeting by observing, giving assignments to students and students doing them well until the lesson is finished. If not finished, the teacher gives assignments to continue at home. There is even a particular theme that requires students to do assignments at home, namely theme three about expressing emotions. The task is to write daily notes about emotion in one week in which students are asked to record the best and worst feelings they have experienced during that week and write down how students think and act when experiencing these situations.<sup>19</sup>

From this information, it can be understood that the LSE teachers are the first to monitor and evaluate the independence curriculum learning program because they do it every meeting. Sometimes students are given assignments in the form of homework in a week to control their emotions by writing emotional diaries and recording what situations make them feel best or worst. Then, record what they think and the actions they will take when experiencing this situation. When faced with a delightful situation, a person sometimes gets out of control, really happy, celebrates it excessively, and finally threatens his life, even tends to underestimate others.

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19 "Nurlina, LSE teacher at SMP 2 Ajangale Interview Date," 2020.

Table 1 . 3: List of LSE Teachers at SMPN 2 Ajangale

No.	LSE Teacher Name	Origin of Institution
1.	Rosmina SS., S. Pd. I., M. Pd.	SMPN 2 Ajangale
2.	Nurlina S. HI., S. Pd. I	SMPN 2 Ajangale
3.	Asni BS Pd.	SMPN 2 Ajangale

## b. LSE Trainers

Evaluation of the independence curriculum was also carried out by the Trainer Team by carrying out inspections (sudden inspections) namely visiting monitoring locations and conducting assessments on the performance of LSE teachers in class. The Trainer Team also evaluated the independence curriculum by conducting inspections (sudden inspections), namely visiting and monitoring locations and assessing LSE teachers' performance in class. The results of this evaluation were forwarded to the LPP (Women's Empowerment Institution) Bone as a partner of UNICEF in preventing early marriage by applying LSE learning in 12 pilot projects at junior high schools. However, this only ran in the odd semester of the academic year 2019/2020 because after entering the even semester, there was a covid 19 pandemic outbreak which limited school visiting due to distance keeping. This was stated by Mukhlis, as follows:

Trainers monitored LSE learning directly, both offline and online. In the odd semester in the academic year 2019/2020, an unannounced inspection was carried out at the pilot project school to monitor the LSE learning process in the classroom directly and then reflect it with teachers and students in order to measure the effectiveness of LSE, and the obstacles faced since the implementation. On the other hand, LSE was conducted online in the even semester of the academic year 2019/2020 due to the situation/period of the covid 19 pandemic. Monitoring and evaluation were conducted by conducting interviews and asking questions to LSE teachers via *video conference*, *WhatsApp chat*, and others. In the new normal era, *offline* monitoring and evaluation were held by gathering the representatives of LSE teachers and students from each school in the *Bappeda* hall to share the results, supporting factors, and obstacles of LSE learning amid the covid 19 pandemic. After that, teachers and students reflected the effectiveness of LSE implementation and its obstacles.<sup>20</sup>

This information implies that trainers also monitor and evaluate LSE learning, which is carried out offline and online other than the teachers. Offline monitoring and evaluation were carried out during the odd semester of the academic year 2019/2020. Meanwhile, *online* monitoring and evaluation were conducted during the covid 19 pandemic. Offline monitoring was conducted through unannounced inspection at the pilot project school during the LSE learning process in the classroom and then reflecting on its implementation with teachers and students to know the effectiveness, and the obstacles faced. Meanwhile, online monitoring and evaluation were conducted by

<sup>20</sup> Mukhlis, "LSE Trainers and Teachers of SMPN 2 Watampone, Results of Interview Guidelines Answers via Google Form on August 24," 2020.

conducting interviews and asking questions to LSE teachers via *video conference*, *WhatsApp chat*, and others.

**Table 1 . 4: List of LSE Trainers**

No.	Name	Institution
1.	Sam Arif, S. Pd., M. Pd	Dinas Pendidikan Kab. Bone
2.	Mukhlis, S. Pd., M. Pd	SMP Negeri 2 Watampone
3.	Dra. A. Ratnawati, M. Pd. I	SMP Negeri 2 Watampone
4.	Kasma, S. Pd., M. Pd	SMP Negeri 1 Watampone
5.	Abdul Hakim, S. Pd	SMP Negeri 1 Watampone
6.	Marsha, S. Si., M. Pd	SMP Negeri 2 Watampone
7.	Wahida Baide, S. Pd.	SMP 1 Awangpone
8.	A. Saeful Marfian, S. Pd., M. Pd.	STKIP Muhammadiyah Bone
9.	Suardi, S. Pd	SMP 4 Sibulue Bone
10.	Dr. Sarifa Suhra, S. Ag., M. Pd.I	IAIN Bone

Source: 2019 Data Trainer from LPP Bone

c. Cross-Sectoral Integrated Team

Besides teachers and trainers, UNICEF created an integrated cross-sectoral team through LPP and *Bappeda* to conduct monitoring and evaluation. As explained by Dra. A. Ratnawati, as follows:

To do the monitoring and evaluation of the early marriage prevention programs in Bone, UNICEF collaborated with the LPP and the government (*Bappeda*) to create an integrated team that consisted of 10 members from various institution backgrounds such as; *Bappeda*, Education Office, Forum Koordinasi Bone Sehat (Healthy Bone Coordination Forum), public health Office, Ministry of Religion, Communications and Informatics office, village community empowerment office, Women's Empowerment and Child Protection office, and IAIN Bone. This integrated team is divided into three teams. The first and the third teams went to school to monitor the LSE learning program. Meanwhile, the second team went to the village office to obtain information related to the policy of the village head in preventing early marriage in Bone. Monitoring and evaluation were carried out in 3 different places simultaneously every day for six days, namely at the Village office and 2 UNICEF *pilot project schools*. LSE monitoring and evaluation ran well without any problems because it was handled directly by the head of the education office, who contacted all *pilot project schools'* principals. The school principals invited all LSE teachers and representatives of 5 students from each class to attend when the cross-sectoral integrated team arrived at

the school according to a predetermined schedule. If any LSE teacher is unable to attend during the monitoring and evaluation, the monitoring and evaluation teams contact them via *video call* to answer all questions and fill out the list of available questionnaires.<sup>21</sup>

From this information, it can be understood that the monitoring and evaluation of the LSE program in all UNICEF *pilot project schools* in Bone Regency went well without any problems due to the cooperation of all parties. Moreover, the formation of a cross-sectoral Integrated Team by LPP and Bappeda as UNICEF partners in running its programs. This integrated team consists of 10 people from various related agencies/services, such as; Education office, health office, ministry of religion, Bappeda, Ministry of Communication and Informatics, village community empowerment office, women's empowerment and child protection service, and IAIN Bone (academics).

**Table 1 . 5: List of Cross-sectoral Monitoring and Evaluation Teams**

No.	Name	Regional Device
1	Drs. Nur Salam, M. Pd	Dinas Pendidikan
2	Ismail Marzuki, S. Pd. I	Dinas Pendidikan
3	A. Nur Budiman, S. Pd. I, M. Si	Kantor Kemenag
4	Hj. Kartini Abbas, S. Si, M. Kes	Dinas Kesehatan
5	Hj. Samsidar, S. Pi., M. Si	Bappeda
6	Dra. A. Ratnawati, AZ, M. Si	DP3A
7	Dr. Asia A. Pananrangi	FKBS
8	Aschar Idrus, S. Sos., M. Si	DPMD
9	Subhan Sahabuddin, S. Si	Diskominfo
10	Dr. Sarifa Suhra, S. Ag., M. Pd.I	IAIN Bone

Source: Attachment 1 of Bappeda's Letter. Number: 050/591/VII/, about Monitoring and Evaluation of the Program of Early Marriage Prevention at Bone Regency, 2020

This integrated team is divided into three teams. Their first and second teams visited the UNICEF *pilot project* to monitor the LSE learning program. Meanwhile, the third team went to the village office. Monitoring and evaluation at the village office aim to obtain information related to the policy of the village office head in preventing early marriage in Bone, for example; Has a Village Regulation been issued on the prevention of early marriage? Is the Village Fund responsive to the prevention of early marriage? What is the

<sup>21</sup> A Ratnawati, "LSE Trainer, IAIN Bone Lecturer and Integrated Cross-Sectoral Monitoring and Evaluation Team for the Prevention of Child Marriage in Bone Regency, Interview On Date," At SMP 2 Ajangale In Welado Village , 2020.

role of the village government in preventing this issue? Have the functions of the Majelis Taklim, Puspaga (Family Education Center), Childrens Forum socialized this program maximally? The integrated team monitored and evaluated in 3 different places simultaneously, namely at the Village office and 2 UNICEF *pilot project schools* every day for six days.

## ***2. Strengthening Character through The Implementation of Life Skills Education at SMP 2 Ajangale***

Regarding the implementation of *Life Skills Education at SMP 2 Ajangale*, there are 13 types of life skills implemented in total, as stated by Ismail Marzuki in the following table:

**Table 1 . 6: Built Character in *Life Skill Education***

Self-regulate	The ability to understand the potential impact from others' thoughts and actions and solve them when necessary.
Creativity	Ability to solve problems and tasks in new different ways.
Critical thinking	The Ability to analyze information thoroughly, including distinguishing myths and facts and considering different opinions and perspectives.
Decision Making	The ability to choose the best course of action from a variety of possibilities and consider the consequences of different decisions.
Negotiation	The ability to consider the needs and perspectives of different people in achieving the best outcome for everyone who is involved.
Cooperation	The ability to cooperate with others in achieving goals.
Problem Solving	The ability to solve problems with satisfactory results for all who are involved.
Participation	The willingness to be a part of teams or group discussions.
Stress and Emotion Management	The ability to identify and manage feelings and emotions.
Resilience	The ability to 'revive' after experiencing a difficult condition.
Empathy	The ability to consider the needs and feelings of others.
Communication	The ability to express ideas and beliefs in a convincing way.
Tolerant	The ability to tolerate others; their perspectives, beliefs, ideas, and opinions (Interview: Ismail Marzuki, 2020)

Based on the table above, it implies that through *Life Skills Education*, students have at least 13 characters that students need to live their life that is full of competition in the future. The 13 characters include; the ability to self-regulate, especially when experiencing puberty and menstruation, creative thinking and action, critical thinking and problem solving, decision making when facing problems, negotiation making in solving the problems of teenagers' lives, networking and cooperation for a better life, participating in the school and social environment, managing stress, emotions and anger management, *Resilience*, Empathy for others who are in trouble or *bullying*, communication and tolerance.

## Conclusion

Based on the discussion, the authors conclude the following:

The Formulation of *Life Skills Education*, which is related to the 2013 Curriculum according to the six core components of the curriculum, namely, curriculum objectives, content and structure of programs/materials, learning and teaching media, methods, and evaluation.

Character Building through the implementation of Life Skills Education at SMP Negeri 2 Ajangale can be seen in the 13 skills that become the basic character possessed by every student participating in this learning program. These characters include; self-regulate, creative thinking, critical thinking, making decisions, negotiating, cooperating, solving problems, participating, managing stress and emotions, being resilient, communicating empathy, and appreciating differences.

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