

Strategies for Improving Life Skills in Learning Islamic Religious Education for Students in Makassar

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Abstrak. Penelitian ini mendeskripsikan tentang muatan life skill dalam pembelajaran Pendidikan Agama Islam. Melalui pendekatan kualitatif, penelitian ini menggunakan metode kajian kepustakaan. Adapun tujuan yang ingin diperoleh hendak memberi asumsi mendalam terhadap materi yang diteliti berkaitan dengan persepsi bukan atas dasar penilaian angka. Hasil penelitian menunjukkan bahwa kecakapan hidup yang dimiliki dapat diimplementasikan di masyarakat berdasarkan nilai-nilai agama yang dianut. Siswa dapat menjalin komunikasi berdasarkan materi Pendidikan Agama Islam yang disampaikan. Tingkat kepedulian siswa semakin tinggi, jalinan komunikasi dapat dibangun dilingkungan masyarakat dan sekolah. Pendidikan life skill dapat mengatasi kenakalan remaja dikalangan siswa karena mereka sudah terbingkai dengan norma keagamaan. Kurikulum yang disampaikan di kelas memuat pengembangan karakter sehingga siswa dapat mengatasi dekadensi moral yang terjadi dimasyarakat.

Kata Kunci: Strategi, Peningkatan, life skill, Pendidikan Agama Islam

Abstract. This study describes the content of life skills in learning Islamic Religious Education. Through a qualitative approach, this research uses a literature review method. The objectives to be obtained are to provide in-depth assumptions about the material under study related to perceptions not on the basis of numerical judgments. The results of the research show that the life skills possessed can be implemented in society based on the religious values that are adhered to. Students can establish communication based on the delivered Islamic Religious Education material. The level of student concern is getting higher, communication links can be built in the community and school environment. Life skills education can overcome juvenile delinquency among students because they are already framed by religious norms.

Keywords: Strategy, Upgrade, Life skills, Islamic Religious Education

INTRODUCTION

Humans as individual beings and at the same time social beings certainly cannot live without other people. His existence as a social being must dominate as well as color his life compared to himself as an individual being. The role of religion is very strong so that their lives are always dominated by transcendental fundamental values. Islam is a vessel used in realizing happiness through its teachings which are absolute. Through learning Islamic Religious Education it is hoped that it can become a barometer in developing the education system. Islamic religious education itself is a system that has been regulated in the education law with the aim of educating the nation's children based on religion (Khairul Khalqi, 2019).

In supporting government programs based on Education Law Number 23 of 2003 concerning National Education, Islamic Religious Education has a very strategic role in educating the nation's children who are based on religion. Religious education has the potential to develop the potential of students to realize students based on spirituality, skilled in work, noble in realizing social personality and social community. Therefore, Islamic religious education is placed in an important position as compulsory learning at every level of education up to tertiary institutions, and can even become a barometer for other

learning systems (Recep Dogan: 2019).

Learning Islamic Religious Education does not only offer teaching materials to be conveyed to students but more than that as religious scientific enrichment that can be implemented to students in society. Islamic Religious Education is a problem solving of various problems through the world of education. The various moral problems that are currently happening show how urgent religious education is as value education in overcoming value problems (Fakhrudin, 2014). However, Islamic Religious Education as part of the education system has major challenges in improving human resources (M. Abdul, 2012).

The trend that must be changed in the world of education is not just take and give but is oriented towards reinvestment to a reorientation in relation to the industrial world in global world competition for job fulfillment, education must not be slow but must move quickly so that there is a shift in the pattern of education from basic education to the future. education to produce quality education (Iis Prasetyo, 2013).

Anticipatory steps are taken by advancing the education system including religious education so that global tendencies can be overcome due to the strong influence of culture. Islamic Religious Education always moves dynamically to return

to its moral-oriented education habitat so that the character of students is formed. Education must color culture so that it does not fall into educational liberalism which tends to become commercialized. Islamic Religious Education does not only develop learning media and models but as a control tool in realizing Islam in a comprehensive manner without regard to ethics and morals. The demand for professionalism becomes a standard in education as an accessory color so that learning morality and spirituality can be achieved (Basori: 2020).

Various learning models tend to be complained about by parents and the level of student saturation is getting higher because they offer a learning system in a monotonous way without offering variants in conveying material. Several studies describe various efforts that have been made in fostering children's religion, both school-based, Islamic boarding schools (Latifah, Y., et al, 2015) and mosque-based in the community (Sugestian, G., et al, 2017).

Quality education certainly prioritizes strong partnerships in various sectors in order to give birth to collaboration. Islamic religious education as a solution in the world of education because its presence wants to humanize humans and change behavior for the better (Anwar, 2004). This is according to the word of Allah swt in QS. al-Mujadilah verse 11, namely:

يَرْفَعُ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا
الْعِلْمَ دَرَجَاتٍ

Meaning: "Allah raises the degree of believers and those who have knowledge with several degrees"

Quality education is not only obtained from general education but also obtained from religious education. Along with parents' interest in sending their children to madrasas or Islamic boarding schools, this has led to optimism in advancing the world of education. Parents not only hope that their children will gain knowledge through Islamic education but expect changes in their children's morals. Factors causing the progress of education in madrasas and Islamic boarding schools are because they have been supported by facilities and infrastructure so that students' motivation is increasingly passionate about learning (Darlis A, 2017).

Education orienting to *life skills* is the goal of future education that is in line with the goals of the Islamic religion. Proficiency is a capital that must be owned so that education runs optimally and is able to solve problems without intimidation to solve problems. Life skills must have the ability to innovate and be creative in seeing facts on the ground. Learning skills are needed to integrate material and learning experiences into educational units (Djoko Hartono, 2012).

Life skills not merely a theoretical concept but an embodiment of life experience to give birth to skills, the ability to interact but must be supported by competence and the ability to formulate problems. In order to be

able to be successful in learning, it is expected to be communicative, build partnerships to be prepared for the world of work by prioritizing ethics as the main foundation. One of the advantages of the life skills learning model is that it can be integrated with other learning to avoid boredom (Satori. D, 2002).

Learning Islamic Religious Education through a life skill approach will be enrichment for students to form exemplary, piety values so that learning orientation can be achieved. Islamic Religious Education does not only develop knowledge competencies, through life skills it can be a representation of the development of attitudes and skills so that it is easy to practice Islamic teachings (Zainal Arifin, 2012).

Competency development possessed by students varies greatly based on their abilities. Personification rights must be upheld in order to be able to develop potential so that personality, intelligence, and more importantly have noble character are born. Through the skills they have, students are encouraged through learning Islamic Religious Education to be responsive to the problems faced in order to get out of trouble. The issue of curriculum becomes a dilemma because it revolves around theoretical aspects so that not a few outputs of high school education end up in moral decadence. Life skills are a step to prepare students to learn independently and actively without the shadow of ceremonial rules in

achieving achievements (Shaumi, A. N, 2015).

The application of Islamic teachings to students in the city of Makassar is very important so that changes occur in their lives. Students are expected to be role models through the teachings they adhere to in order to avoid juvenile delinquency. The act of criminalization occurred in Makassar City due to environmental influences and the perpetrators were students. However, the various skills they have become capital in changing their perspective and behavior. Through the Islamic Religious Education curriculum implemented in schools it becomes standardized in shaping their character.

METHODS

This research is a qualitative research to describe the symptoms that occur both in the form of activities and attitudes in students. This research is based on postpositivism studies so that the object of study is not based on assumptions but looks at objective conditions in the field (Satori, Djam'an and Aan Komariah, 2017). In collecting data, researchers conducted a study of Islamic religious education learning based on student skills through the abilities and talents possessed by students in this learning.

Observations and interviews were carried out so that the data obtained could be more valid to avoid speculation manipulation. The data obtained is recorded so that it

can be analyzed in drawing conclusions about strategies to improve Islamic Religious Education to improve life skills. The source of the data obtained certainly refers to direct acquisition in the field to be elaborated so that the data can be developed both in writing and orally. However, data can also be obtained through literature to support research results related to the subject matter (AM Yusuf, 2014).

RESULTS AND DISCUSSION

The essence of learning Islamic religious education is a process of transformation to implement character education in increasing faith and piety so that one can become a complete human being according to Islamic teachings. The orientation developed in PAI learning based on Islamic teachings is of course different from that developed in world-oriented education. Islamic teachings that are transformed into Islamic religious education certainly want to strengthen the foundation of religion so that they can apply teachings based on monotheism (Assan, T., and Thomas, R. 2012).

Life skill-based Islamic Religious Education is meant not just to transfer knowledge from a teacher to a student but rather to be understood as knowledge that can be implemented into life to achieve happiness. In the current Islamic education system, it cannot be separated from intra- and extra-curricular activities so that the

potential of students can be built based on Islamic teachings. The results found from developing this potential can develop spiritualism as a spiritual asset and be able to maintain its survival in the Qur'anic framework.

The potential to be explored from Islamic teaching material is to develop the abilities of students so that they have noble and exemplary morals. Teachers who deliver teaching materials can also be role models so that the two of them become a strong and complete unit in the education system. The functionality of Islamic Religious Education is certainly very urgent to be implemented in realizing the quality of students so that the teaching and learning process can be achieved as expected. Quality demands are expected to be able to develop independence, responsibility and skill in various fields (Munif, M, 2017).

The need for life skills in teaching Islamic religious education plays an important role in the education system so that students have enrichment in teaching materials so that learning potential can be further optimized to formulate problems that have been developed. Sometimes it is not found between *das solen* and *das sein* in the learning system so that life skills become a solutive step in finding answers in the form of values that are developed so that learning can be more effective and efficient. Life skills in learning Islamic Religious Education cannot be carried out

partially but must run continuously so that the developed system can be more easily understood (Buabeng-Andoh, C, 2012).

Islamic Religious Education Learning as learning that has an intrinsically moral dimension certainly has differences from general learning material. Islamic Religious Education material focuses more on character building so that students have noble character to be implemented in society. Of course the characteristics that are developed must touch on personality development, so Islamic Religious Education must integrate into Islamic teachings not just develop teaching materials. Real evidence of the implementation of Islamic Religious Education can be seen from the social interaction in the community so that the goals to be achieved in the learning process are the values that are implemented in the dimensions of life (Mardiana, D., Tobroni, & Supriyatno, T, 2021).

To overcome the problems faced, enrichment is carried out through life skills in order to produce skills and potential awareness in dealing with the demands and challenges of globalization. Enrichment of learning models through life skills can be done in various forms, either through intra-curricular or extra-curricular activities so that students can develop emotional and spiritual attitudes in building awareness.

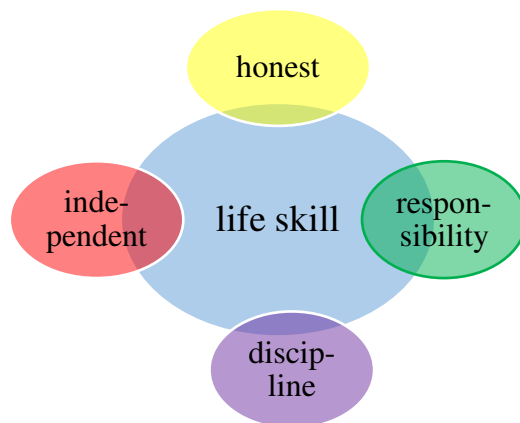
In order to fulfill the standardization of learning Islamic Religious Education based on life

skills, students must understand the four pillars developed in the learning system, namely learning to be able to know, learning to be able to implement, learning to find identity, and learning to work together. The four pillars certainly start from the process so that the results obtained can be maximized so that they are able to learn independently by prioritizing moral values so that they achieve learning goals. The important role that life skills have is very urgent to answer the challenges of modernization.

The potential possessed by students is basically very high, it's just that the habituation factor is very rarely done to recognize identity and social way of life. Through Islamic religious education it is hoped that it can further improve the ability of students to be able to interact with each other through the values that are taught. Communication that occurs between teachers and students is well established because good habits are always applied, for example honesty, discipline, and responsibility. Having diversity, students are more motivated to develop their talents so that life skills can become a barometer in integrating character into their lives.

The habit of introducing character values must start from an early age so that it becomes the basis of life to be implemented in society. The teacher does not just transfer knowledge to students but can motivate more so that good habits develop in students' lives and must begin when they interact with each

other at school regardless of their status and position. The ability of these students can be elaborated in learning Islamic Religious Education so that they can more easily integrate attitudes and behavior. The results obtained through the application of life skills will increase awareness so that students are no longer a part of themselves but are united in behavior towards others and their environment. The following presents the integration of life skills on student behavior.



Life Skills integration

The four pillars that are instilled in students' lives will be integrated in behavior so that students are more established in their lives to reach the culmination point of maturity to achieve skill potential. Knowledge of life skills is needed so that students can have noble character as a form of embodiment of Islamic religious education. The application of moral values must of course be started from the beginning so that habituation occurs until adulthood. Life skill education will be an introduction to the potential for

goodness and the formation of student character for a better future.

The potential that students have in developing their talents is very varied so that the pattern of applying life skills can be done in various ways to find solutions to the problems they face. Life skills can be applied starting from the elementary school level to the high school level so that they are trained to become educated individuals capable of excelling in the educational environment and the community environment.

The demand for the application of life skills to students is very important to overcome juvenile delinquency. The learning model presented to students is sometimes boring because the material presented does not provide enrichment. The teacher only conveys technical problems and acts as a facilitator. The urgency of implementing life skills through learning Islamic Religious Education intends to explore the potential of students so that they can be applied in society based on Islamic values. The formation of character becomes very important which comes from Islamic teachings through the curriculum being taught.

The unification of Islamic teachings in the education system is not limited to the form of descriptive narratives but more importantly understanding and application so that students can be trained to communicate in an educational environment. Developed Islamic teachings can be in the form of worship and muamalah as the basis

for religion. Students can apply the values of worship in an implementable form to manage relationships with Allah SWT, while the applied values of muamalah can be in the form of communicative relations with fellow human beings in their society (Ziaurrahman, Z., & Surjono, H. D, 2017).

In curriculum development, students are taught to instill discipline and responsibility, tolerance and togetherness in order to create a conducive atmosphere in the education system. The application of life skills wants to restore the atmosphere to be conducive according to human nature to develop their abilities in the future. However, life skills will not work well if they are not supported by adequate facilities and infrastructure in addition to the teacher's role as a motivator in advancing education.

Life skills developed in schools basically requires the realization of life goals not just looking for jobs and the movement runs dynamically so that it is able to grow and develop according to educational goals that bring physical and spiritual safety so that the dimensions of the world and the hereafter are achieved. This is of course in line with the word of Allah Exalted in QS. Al-Qasas verse 77, namely:

وَابْتَغِ فِيمَا آتَاكَ اللَّهُ الدَّارَ الْآخِرَةَ

Meaning: *“and seek what Allah gives to the hereafter but do not forget your share in the world”*.

The Word of God requires that educational goals work based on the talents possessed by students so that they are able to elaborate on their abilities in achieving physical and spiritual well-being.

The application of life skills in schools is not to replace the existing curriculum, but to find a new format so that students find their identity so that they are able to explore real life. Among the concrete evidence absorbed by students in the Islamic Religious Education curriculum is that there are changes in good behavior, students can carry out prayer orders based on religious demands, students show courtesy towards teachers, students obey parents. These changes in behavior show that the application of life skills is running optimally.

The orientation that wants to develop life skills in the subject of Islamic Religious Education is that students are guided by the teachings of the Qur'an as a guide for them to live happily. The purpose of the Qur'an being sent down as a guide always directs people to be on the right path. Life skills possessed by students are certainly very helpful in developing talents that can be manifested in behavior so that positive values are embedded that can be implemented in society (Ahmadi, A, 2012).

Strategies developed in learning Islamic Religious Education to maintain their skills by paying attention to student behavior after following the teaching material. This

is to measure the results found to be absorbed and realized which can be of value. To achieve the desired goals, life skills must be right on target so as not to shift from the established norms. To achieve maximum results, an accurate method is taken so that the learning delivered runs effectively for the development of Islamic Religious Education learning for students. To achieve success, criteria are made so that teachers can use them as guidelines in delivering material.

The teacher's role in developing life skill strategies in Islamic Religious Education materials motivates students to think positively and eliminate negative thoughts. In honing thinking skills, the teacher asks more questions as a form of training so that students can solve the problems they face, especially regarding the problems of scientific studies.

While following Islamic Religious Education material, students are able to develop their own skills through personal communication, friendships among others are built on the basis of religious teachings, honesty can be proven through personification interaction, discipline can be realized through obedience and obedience in receiving material during the learning process. The cooperative model sometimes becomes self-development. Students ask various questions and then answer them based on ability so that problem solving can be more effective. Students have been able to develop a

better communication model so that elegantly interactive occurs in managing personification to find their identity.

CONCLUSION

Life skills are the goal of learning Islamic Religious Education so that students can explore their potential and instill good values towards each other. The goal to be developed from life skill knowledge is so that students can adapt to the community environment based on honesty, discipline, responsibility, and independence. Standardization of goodness becomes very urgent to be applied to students so that there is habituation to be elaborated in the future. Instilling Islamic teachings is very urgent to be applied so that there is a positive perspective and way of thinking so that students can avoid criminal acts.

Life skill education is basic in applying Islamic teachings so that they can establish communication in the community. Personal skills possessed by students must be applied at an early age so that their potential can be developed in accordance with educational goals to instill noble character in students based on religious values. The direction of developing life skills in students can awaken their religious enthusiasm which is reflected in real life. The Islamic Religious Education curriculum that is taught in schools must give a different color in shaping

the character of students so that they can improve skills both vertically to creators and horizontally to humans.

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