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THE DEVELOPMENT OF LIFE SKILLS IN EARLY CHILDHOOD THROUGH PROBLEM-BASED LEARNING

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Abstract: *This research aimed to develop teaching materials that can help students develop life skills in learning by using a problem-based learning approach. The development model in this study uses Dick and Carey's ADDIE model design. The subjects who used teaching materials in this study were early childhood education teachers and the objects were students aged 5-6 years at RA Mentari and TK IT Al-Muttaqin. This teaching material contains concepts and hands-on activities, including 1) social skills, 2) hygiene and health skills, and 3) financial management skills. The results of expert validation for all items in the instrument show a number above the critical r of 0.30 which means that the teaching material is feasible both in content and systematically. The effectiveness test results obtained from the t count of 3.501 so it can be concluded that the teaching materials that have been developed are suitable for students to use to develop life skills in problem-based activities.*

Keywords: *Life Skills, Problem-Based Learning*

A. Introduction

The development of life skills is very necessary for the current learning model because this kind of learning model will make children easy to solve everyday problems. Life skills are skills that a person must have to dare face life's problems and to live naturally without feeling pressured, then proactively and creatively find solutions so that they are finally able to overcome life's problems. The development of life skills is easy to do through habituation in the house according to today's era where children can get their knowledge from the surrounding environment. For this reason, a program is needed that can develop children's life skills, especially when the child is at home by utilizing learning resources in the surrounding environment. The Life Skills Program for preschoolers is a package of interventions designed to teach functional skills to prevent problem behaviors in early childhood development (Robison et al., 2020).

The best solution is to implement problem-based active learning such as life skills development. The awareness built by the teacher should focus on these skills. The life skills designed in teaching materials are developed by the teacher. Researchers develop life skills through project-based learning to improve the quality of process- and outcome-centered learning. Life skills can be behavioral (communicating effectively with peers) or cognitive (making effective decisions); interpersonal (being assertive) or intrapersonal (Yamada et al., 2023).

To realize the development of life skills, researchers develop teaching materials as one of the steps for implementing life skills development through problem-based learning. In principle, the development of life skills is how a person can activate and mobilize all the positive values and competencies he has to the maximum to be implemented in maintaining daily life (Violina et al., 2022). This is based on a lack of life skills taught in schools, children tend to be less independent and are always served by both parents and teachers.

Early childhood life skills can be developed in simple activities according to the problems in the surrounding environment, such as cleaning the playground after playing, washing cutlery, buttoning their clothes, wearing shoes, and combing their hair, even in modern times, children need to be introduced to how

children can be trained at getting solutions to everyday problems with the help of technology, such as when a child cooks rice instead of using a stove but uses rice cooker technology, washes his clothes in the washing machine, although the stages will be introduced later. These skills are easy to memorize for children. They will memorize and imitate the steps. If these steps are done repeatedly, children will become accustomed to doing them.

So it is hoped that teachers can create learning activities that emphasize giving real problems in everyday life that must be solved by children through independent investigations to hone creative thinking skills in problem-solving so that solutions to these problems are formed as essential knowledge and concepts from learning (Rauda et al., 2020). Problem-Based Learning is innovative learning that is student-centered, placing the teacher as a motivator and facilitator, where students are allowed to work autonomously to construct their learning (Sari et al., 2023). Project-Based Learning Model (Project-Based Learning) is a learning model that uses problems as the first step in gathering and integrating new knowledge based on experience in real activities. Using the Project-Based Learning method encourages the growth of creativity, independence, responsibility, self-confidence, and critical and analytical thinking in students (Rahmi et al., 2022).

The following characteristics distinguish PBL from other teaching strategies (Boye & Agyei, 2023): (1) The learner is positioned at the core of the learning process. Barrow's assertion that the learner is the core of the learning implies that in the PBL strategy, the student is the focus of the instruction and they (learners) engage in self-directed learning, (2) Learners are put in small groups to learn. The PBL process involves putting learners in small groups to brainstorm and discover for themselves. Each learner performs either a formal or informal role within the group and that role regularly changes. PBL mainly directs students' involvement in group study to solve ill-defined and open-ended problems using the following learning steps: analyzing problems, setting goals, collecting resources, summarizing ideas, and reflecting on problem-solving experiences (Liu & Pásztor, 2022).

The small group activities are focused on the learner's reflections to create their learning, (3) The instructor plays

a role of a facilitator or a guide and more importantly, the facilitator must be proficient in posing precise and unrestricted questions that are valuable in guiding learners through the cognitive process. If the group does not seem to meet the PBL educational objectives, an intervention will be needed, (4) The learners are given authentic problems from the beginning of the learning–The initial problem given to the learners in a PBL classroom helps to identify gaps in knowledge. These gaps are filled through the application of the learners' research findings, (5) The problems serve as roadmaps for achieving the goals and mastering the subject matter, and (6) Through self-directed learning, new knowledge is gained. In these problem-based learning activities to hone children's life skills, cooperation and support from parents is needed, so that children can get used to solving problems both at school and at home with the provision of life skills they have acquired.

B. Method

The development model in this study uses the ADDIE Model design or Analysis, Design, Development or Production, Implementation, or Delivery and Evaluation (Aydin et al., 2023). This research uses qualitative and quantitative approaches. A qualitative approach is obtained from anecdotal records that are used to explain events that occurred during the study. Meanwhile, a quantitative approach through observation guidelines is used to describe the effectiveness level of the application of life skills programs based on problem-based learning.

The target research object for developing a life skills program through problem-based learning is early childhood aged 5 to 6 years as learning objects. The number of students measured by the level of progress in implementing their life skills program was 49 students. While the subjects of this study were teachers at RA Mentari and IT Al-Muttaqin Kindergarten who used the life skills program. Data analysis techniques on life skills improvement scores with a problem-based learning approach were obtained from tests before and after being processed through t-tests.

This developmental research has simple steps through several stages that can provide an overview of the needs and feasibility

of developing this program. This program will be widely used, so it is necessary to conduct a feasibility test using a larger sampling and different sampling strata so that it can be used for all levels of the school. The implementation of the steps for developing the ADDIE model in the development of a life skills program based on problem-based learning will be illustrated in the following chart.

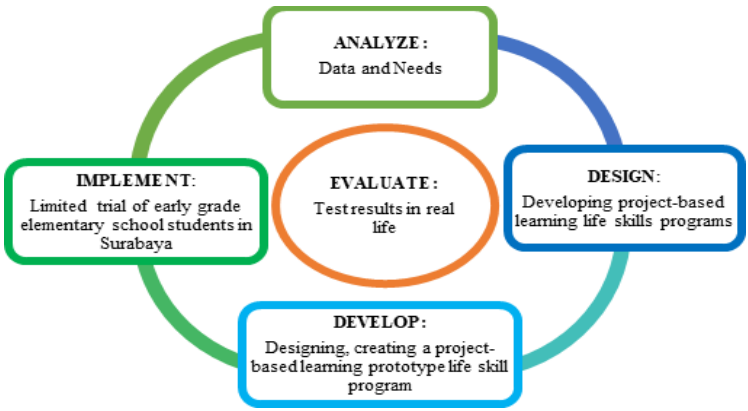

Figure 1. Steps to develop programs to improve life skills based on problem-based learning.

C. Result and Discussion

This research produced a teaching material product that is developed to hone the life skills of students in learning based on project activities. Students are trained to independently work on activities contained in the content of this teaching material. In the process of making this teaching material, it is preceded by a needs analysis to determine priority problems against gaps that occur between reality and expectations. Needs analysis activities in the development of teaching materials, namely, to improve the life skills of students based on problem-based learning, are carried out to gather information about how children deal with problems in their lives and learning. Next, determine the priority of an existing problem and find a solution to solve it by offering textbooks developed by researchers.

Data from the analysis of the needs for observation and interviews in the Gresik area, such as RA Mentari and TK IT

Al- Muttaqin. Data from observations and interviews taken from several schools were used as input for researchers in the teaching materials developed. Besides, this study also reviewed data from the analysis of the need for questionnaires for teachers and school principals. The needs component analysis design that the researchers made was invincible with the life skills learning textbooks developed by the researchers, which included life skills for teaching materials based on problem-based learning and assessment of the ability of life skills in children.

The process carried out in striving for the developed problem-based learning materials book to have validity value is by conducting literature studies. Based on literature studies, a strong theoretical rationale was found to underlie the development of this developed teaching material. The assessment tool in this study has gone through a validation process from experts. Among the expert input during the validation of the research instruments, namely;(1) The choice of words and sentences in the instrument must represent the objectives to be assessed by the researcher, (2) The number of indicators and items used during the life skill assessment is adjusted to the assessment to be achieved, (3) It takes time to align perceptions with the team collaborators who help researchers at the time of applying this teaching material.

The assessment carried out by experts includes the objectives, systematics of writing, and the content of the material. The number of questions posed is 8 items, with three alternative answers, namely that they are appropriate, need improvement, and are not appropriate. From the assessment given by the expert, the result is 90%, this means that the assessment component that the researcher has developed is appropriate and can be used. The instrument was also tested empirically using the Pearson product-moment correlation.

Table 1.1 Validation Results

Dimensions	Indicator	r count	r critical	Result
Social Skills	a. Child capable mention identity self Alone	0.982	0.30	Valid
	b. Child capable mention the identity of his family	0.810	0.30	Valid
	c. Child capable solve problems in the game	0.810	0.30	Valid
	d. Child capable face difficulty	0.982	0.30	Valid
	e. Child can give proper responses _ to events in the environment and social surroundings	0.579	0.30	Valid
	f. Child can put forward an idea or idea	0.694	0.30	Valid
	g. Child's ability y to feel other people's feelings	0.694	0.30	Valid

Hygiene and Health Skills	a. Child can clean nails	0.694	0.30	Valid
	b. Child can rub the tooth	0.586	0.30	Valid
	c. Child can guard the hair cleanliness	0.810	0.30	Valid
	d. Child shower 2 times a day	0.810	0.30	Valid
	e. Child can clean clothes	0.810	0.30	Valid
	f. Child can clean the environment around	0.810	0.30	Valid
	g. Child Eat with nutrition balanced	0.810	0.30	Valid

Financial Management Skills	a. Child can set aside part Money snacking	0.439	0.30	Valid
	b. Child can use Money in accordance with the need	0.982	0.30	Valid
	c. Child knows to mark eye Money	0.982	0.30	Valid
	d. Child capable share to those in need	0.982	0.30	Valid
	e. Children obrulesule use finance	0.982	0.30	Valid
	f. Child know good activity _ For Get Money	0.586	0.30	Valid
	g. Child capable Study produce Money Alone with good way _ And Correct	0.694	0.30	Valid

From the results of the validation calculation above, it can be concluded that all items are at a number above the critical r value of 0.30. All items to assess children's life skills in problem-based learning can be used in this study because they have a high validity value.

Table 1.2. Pre-test Post-test Scores Life Skills in Problem-Based Learning

No	Name	Average before treatment (Pretest)	Average after treatment (Posttest)	Result Before Treatment (Pretest)	Result After Treatment (Posttest)
1	AAZ	3,323529	3,411765	113	116
2	ALY	3,088235	3,147059	105	107
3	AM	3,235294	3,235294	110	110
4	AMH	2,941176	3,029412	100	103
5	AMU	3	3,088235	102	105
6	ANB	3,117647	3,147059	106	107
7	AND	3,235294	3,235294	110	110
8	APT	3,264706	3,205882	111	109
9	ATR	2,970588	2,970588	101	101
10	CKH	2,941176	2,941176	100	100
11	DRP	3,029412	3,058824	103	104
12	DHM	3	3	102	102
13	ELO	2,911765	3,088235	99	105
14	GKL	3	3	102	102
15	INR	3,147059	3,147059	107	107
16	IPG	3,147059	3,117647	107	106
17	LOP	3,117647	3,117647	106	106
18	MNP	2,941176	2,970588	100	101
19	MOT	3,147059	3,117647	107	106
20	MRD	3,029412	3,088235	103	105
21	MSE	3,147059	3,147059	107	107
22	MWI	2,941176	2,941176	100	100
23	MYA	3,147059	3,147059	107	107
24	PRD	3,176471	3,176471	108	108
25	PTY	3,147059	3,147059	107	107
26	RAP	3,147059	3,176471	107	108
27	RDS	2,852941	2,852941	97	97
28	RFR	3,058824	3,058824	104	104
29	RGM	2,794118	2,794118	95	95
30	SCA	2,882353	2,882353	98	98
31	SGB	2,970588	2,970588	101	101
32	SHN	3,088235	3,088235	105	105
33	SQA	3,058824	3,147059	104	107
34	TRE	3	3,088235	102	105
35	USW	2,823529	2,882353	96	98
36	UP	2,823529	2,794118	96	95
37	USA	2,823529	2,852941	96	97
38	UVD	3,029412	3	103	102
39	WDF	2,852941	2,882353	97	98
40	WRL	2,617647	2,647059	89	90
41	WTD	3,117647	3,117647	106	106
42	WUR	3,029412	3,058824	103	104
43	XLK	3,117647	3,117647	106	106
44	YAT	3,147059	3,147059	107	107
45	YDR	2,941176	2,970588	100	101
46	YF	3	3,029412	102	103
47	ZHD	3,147059	3,205882	107	109
48	ZLM	3,058824	3,058824	104	104
49	ZMM	3,147059	3,176471	107	108

Table 1.3 Pretest Posttest Life Skills of Children in Solving Problems

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	POSTTEST - PRETEST	.694	1.388	.198	.295	1.092	3.501	48	.001

The value of the paired test results obtained from the t count is 3.501 while the Sig. (2-tailed) value is 0.001. So that the value of 0.001 <0.05, because of the Sig. (2-tailed) value of 0.001 is smaller than 0.05, it can be concluded that the results of the second trial conducted in both schools proved that the teaching materials developed by researchers could significantly improve life skills. in students. So, based on the process carried out in the development of the model and the results obtained from the application of the model, it can be concluded that the teaching materials developed to meet the criteria of good learning material, namely having validity, practicality, and effectiveness to be used as an alternative to improving life skills in students who based on problem-based learning.

The effectiveness of this teaching material development model can be seen from the assessment results obtained from the pretest and posttest scores. The initial assessment was carried out on the skills of students in daily life skills, then the results of the initial assessment were matched with the life skills aspects of early childhood to determine the initial score of Life Skills before using life teaching materials skills in problem-based learning. The effectiveness of this teaching material can be seen from the assessment of the results. Thus, the level of effectiveness and achievement of the objectives of using teaching materials as planned.

After the empirical test is carried out in the field, the next step is to test the draft twice. The results of the first draft trial showed that the teaching materials developed were proven to increase the life skills of students, but there were still various improvements in both content and writing systematics. In the implementation of the second draft trial, there were no more errors that occurred in the previous trial.

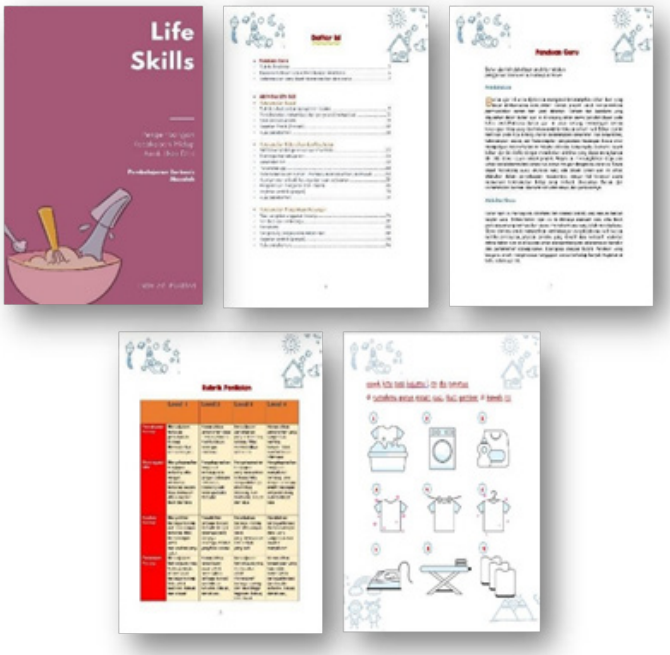

Figure 2. The Final Draft of Life Skills Teaching Materials in Problem-Based Learning.

From the results of interviews and questionnaires conducted by researchers with class teachers in two schools where research trials were conducted on the ease and practicality of this teaching material, several things could be found, namely; 1) This textbook makes it very easy for teachers to understand and master the guidelines and content as an alternative to life skills learning based on project activities; 2) The content in this teaching material is designed to be attractive and interactive to make it easier for students to understand the purpose of each activity carried out; 3) Fairly good media flexibility; because it adapts to the conditions and needs of students; 4) The assessment tool in the form of an assessment rubric provided is easy to understand and is practically used by the teacher.

The increase occurred in the life skills aspect of students. At each stage of development, revisions are made to create teaching materials that are tested for reliability. The results obtained

from this trial prove that the developed teaching materials can develop life skills in students through problem-based activities, resulting in a significant increase in life skills at the time of the initial assessment compared to life skills at the time of the final assessment. Life skills turned out to be very influential in the participants' lives to solve daily problems. This research certainly had a big effect on their lives. In this case, of course, learning activities should be designed to develop life skills so that students are more meaningful in their lives by having life skills, mastering, utilizing, and developing their knowledge (Kim et al., 2019).

Research in Taiwan also obtained the same result. Learning that was added to life skills training was more effective than ordinary learning (Lee et al., 2020). This is because students are introduced, trained, and accustomed to finding and using the solutions that create the skill of solving everyday problems. In this teaching material, students are honed in social, hygiene, and health skills, as well as financial management both in knowledge and in project-based hands-on activities. These skills are what students need today so that students have abilities not only in the academic field but also students are used to facing life according to their abilities.

This article briefly discusses how children's life skills can grow when we teach and expose children to a problem-based learning process. A total of 49 children experienced an increase in life skills after being guided by the teacher using a guide with a problem-based approach. The children were given training on how they could develop themselves, starting from how they could wash their clothes according to the steps in the manual until the children were able to cook rice according to the procedure for introducing technology which was also included in the manual. These things are trained in children and become habits that are useful in solving problems through life skills that are acquired when they can perform simple tasks in their surroundings.

D. Conclusion

Based on the research and discussion found in the development of teaching materials on life skills through project-based learning at RA Mentari and TK IT Al- Muttaqin there are several supporting factors in developing life skills in learning in preschools; The first

is that students are more creative because, in the learning process, students will be directed to work on a learning product in the classroom so that students will immediately learn to make learning products. Second, students will apply life skills easily because the guidelines to be carried out are written in the teaching materials that have been developed. Third; Students have the confidence to develop their life skills because indirectly students will make products according to teacher directions. This teaching material contains concepts and hands-on activities, including social skills, hygiene, and health skills, and financial management skills. The object of research in the development of life skills teaching materials through project-based learning was early childhood with 5 to 6 ages as learning objects, and the subject of the users of this teaching material was the teacher. Briefly, this explanation is expected to describe all existing explanations and the teaching materials that have beencompiled can be used by teachers and students in the world of education.

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