

ABSTRAK

STRATEGI PENDIDIK DALAM MEMBENTUK *LIFE SKILL* PESERTA DIDIK

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Penelitian ini dilatarbelakangi oleh fenomena pembelajaran di Indonesia yang menuntut pendidik pada pembentukan *life skill* peserta didik sebagai bekal menghadapi tantangan kehidupan. Tuntutan kurikulum dan perkembangan zaman mendorong pendidik untuk mengintegrasikan keterampilan personal dan sosial dalam proses pembelajaran. Kondisi tersebut juga terlihat di SD Negeri 2 Metro Pusat, di mana pembelajaran di dalam kelas dan program sekolah telah mengarah pada upaya pembentukan *life skill* peserta didik, khususnya kemampuan personal dan sosial. Tujuan penelitian ini adalah untuk mengetahui strategi pendidik dalam membentuk *life skill* peserta didik, mendeskripsikan dampak penerapan strategi tersebut, serta menganalisis faktor pendukung dan penghambat strategi pendidik dalam membentuk *life skill* peserta didik di SD Negeri 2 Metro Pusat. Penelitian ini menggunakan pendekatan kualitatif dengan desain penelitian fenomenologi. Teknik pengumpulan data dilakukan melalui wawancara, observasi, dan dokumentasi. Uji keabsahan data menggunakan triangulasi metode dan sumber. Sumber data penelitian ini meliputi kepala sekolah, pendidik kelas 3 dan 4, serta peserta didik kelas 3 dan 4. Hasil penelitian menunjukkan bahwa strategi pendidik dalam membentuk *life skill* diterapkan melalui strategi pembelajaran aktif, pemilihan metode yang fleksibel, serta peran pendidik sebagai fasilitator dan pendamping. Strategi tersebut berdampak positif terhadap peningkatan kesadaran diri, sikap sosial, keterampilan berpikir, kepercayaan diri, dan kesiapan hidup peserta didik. Faktor pendukung meliputi kebijakan sekolah, lingkungan belajar, dan dukungan orang tua, sementara faktor penghambat mencakup keterbatasan waktu dan fasilitas. Disimpulkan bahwa strategi pembelajaran aktif dan dukungan sekolah mampu mengoptimalkan pembentukan *life skill* personal dan sosial peserta didik.

Kata kunci: *Life skill*, Peserta Didik, Strategi Pendidik

ABSTRACT

EDUCATORS STRATEGIES IN DEVELOPING STUDENTS LIFE SKILLS

By

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This study was motivated by the learning phenomenon in Indonesia, which required educators to develop students' life skills as preparation for facing life challenges. Curriculum demands and societal changes encouraged educators to integrate personal and social skills into the learning process. This condition was also evident at SD Negeri 2 Metro Pusat, where classroom learning and school programs had been directed toward fostering students' life skills, particularly personal and social skills. The objectives of this study were to identify educators' strategies in developing students' life skills, to describe the impacts of these strategies, and to analyze the supporting and inhibiting factors in their implementation at SD Negeri 2 Metro Pusat. This research employed a qualitative approach with a phenomenological design. Data collection techniques included interviews, observations, and documentation, while data validity was ensured through method and source triangulation. The data sources consisted of the principal, third- and fourth-grade teachers, and third- and fourth-grade students. The results showed that educators implemented life skill development through active learning strategies, flexible teaching methods, and their roles as facilitators and mentors. These strategies had a positive impact on students' self-awareness, social attitudes, thinking skills, self-confidence, and life readiness. Supporting factors included school policies, a conducive learning environment, and parental support, while inhibiting factors included limited time and facilities. It could be concluded that active learning strategies supported by the school were able to optimize the development of students' personal and social life skills.

Keywords: Life skill, Students, Educator Strategies