

Life Skill Education Policy Implementation and Vocational Education Extracurricular Management and Its Impact on Student Independence

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ABSTRAK

Salah satu target lulusan dari lembaga pendidikan atau sekolah adalah kemandirian siswa. Khusus untuk sekolah luar biasa, kemandirian siswa merupakan suatu keniscayaan. Banyak faktor yang dapat mendorong kemandirian siswa, antara lain implementasi kebijakan pendidikan kecakapan hidup dan pengelolaan ekstrakurikuler pendidikan kejuruan. Tujuan penelitian ini yaitu menganalisis besarnya dampak penerapan kebijakan pendidikan kecakapan hidup dan pengelolaan ekstrakurikuler pendidikan kejuruan terhadap kemandirian siswa. Metode yang digunakan dalam penelitian ini adalah metode survey dengan pendekatan kuantitatif, serta teknik korelasional dan regresi. Teknik pengumpulan data melalui kuesioner dengan skala Likert kepada 47 responden. Hasil analisis data menunjukkan bahwa pertama, terdapat pengaruh positif dan signifikan implementasi kebijakan pendidikan kecakapan hidup terhadap kemandirian siswa. Kedua, terdapat pengaruh positif dan signifikan pengelolaan ekstrakurikuler pendidikan kejuruan terhadap kemandirian siswa. Ketiga terdapat positif dan signifikan implementasi kebijakan pendidikan kecakapan hidup dan pengelolaan ekstrakurikuler pendidikan kejuruan terhadap kemandirian siswa. Dalam meningkatkan efektifitas pengelolaan ekstrakurikuler pendidikan kejuruan maka disarankan kepada kepala sekolah untuk memberikan tantangan dengan harapan agar para guru semakin semangat dalam mengelola ekstrakurikuler pendidikan kejuruan karena ada hal-hal yang menarik untuk dicapai. Jika pengelolaan program ekstrakurikuler sangat baik, maka akan diikutsertakan dalam ajang prestasi atau karyanya akan dipatenkan.

ABSTRACT

One of the targets of graduates from educational institutions or schools is student independence. Especially for special schools, student independence is a necessity. Many factors can encourage student independence, including implementing life skills education policies and managing extracurricular vocational education. This research aims to analyze the magnitude of the impact of implementing life skills education policies and managing extracurricular vocational education on student independence. The method used in this research is a survey method with a quantitative approach, as well as correlational and regression techniques. Data collection techniques were through questionnaires with a Likert scale for 47 respondents. The results of data analysis show that first, there is a positive and significant influence of the implementation of life skills education policies on student independence. Second, there is a positive and considerable influence of extracurricular management of vocational education on student independence. Third, there is a positive and significant implementation of life skills education policies and the direction of extracurricular vocational education on student independence. To increase the effectiveness of managing extracurricular vocational education, it is recommended that school principals provide challenges with the hope that teachers will become more enthusiastic about working on extracurricular vocational education because there are exciting things to achieve. If the management of extracurricular programs is excellent, they will be included in achievement events, or their work will be patented.

1. INTRODUCTION

The third millennium is marked by the accelerated progress of civilization. Each country naturally experiences competition in achieving progress to achieve various conveniences in living life. In order not to be left behind in international relations, citizens of the nation must be intelligent and have relevant knowledge (Kumar, 2016; Valera, 2021). The 1945 Constitution of the Republic of Indonesia mandates “the government seeks and organizes a national education system that increases faith and piety to God Almighty and noble character in order to educate the nation’s life.” Intelligent and knowledgeable human beings can only be achieved through education. Referring to the Law of the Republic of Indonesia Number 20 of 2003 that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by himself, society, nation and state (Karmini et al., 2021; Masnia et al., 2018). Still referring to the same law that national education functions to develop capabilities and shape dignified national character and civilization in order to educate the nation’s life, aims to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen (Roza et al., 2023; Suhirman et al., 2021). If it is examined carefully that the various functions of education there is an independent function. The meaning is that after completing education students must have independence. For adults, independence means independence in living life. Whereas for students in independent schools it means learning independence (Ananda, 2019; Jahari, 2020; Sumbawati et al., 2020).

Learning independence is a student’s awareness activity to want to learn without coercion from the surrounding environment in order to realize responsibility as a student in facing learning difficulties. In previous study states that student learning independence can be seen from several indicators, namely initiative, self-confidence, motivation, discipline, and responsibility (Sumbawati et al., 2020). Conditions at the empirical level of learning independence are still not optimal. Learning independence is very necessary for the benefit of students to be smooth in pursuing the next level of education or to work for students who do not continue their education (Hamuni et al., 2022; Mulyono, 2021; Rahman et al., 2020). Learning independence must be developed and can be improved. Other study states that learning independence needs to be developed continuously (Jahari, 2020). Other research concluded that student learning independence can be stimulated and improved (Paul et al., 2021). Therefore, various efforts are deemed necessary to encourage the realization of learners or students who have independent learning. Many factors are strongly suspected of having an influence on learning independence.

By not intending to belittle other factors in this study, we want to see the influence of the implementation of education policies and extracurricular management. These two variables are very important. First, education operations throughout Indonesia must implement policies determined by the Government. Because education in Indonesia is a system that has been legislated, meaning that it must be followed (Masnia et al., 2018; Syar’i et al., 2020). For example, in the Minister of Education and Culture of the Republic of Indonesia Number 81 of 2013 Concerning the Implementation of Curriculum Guidelines for Extracurricular Activities, in Appendix III, it is stated that in the 2013 Curriculum extracurricular activities are divided into mandatory extracurricular activities and optional extracurricular activities (Demirbaş & Şahin, 2022; Mustoip et al., 2023). Compulsory extracurricular activities are extracurricular activities that must be followed by all students, except for students with special needs who do not allow them to participate in extracurricular activities.

The Regulation of the Minister of Education and Culture Number 81 A of 2013 concerns the next variable whose effect you want to examine. Because extracurricular activities must be carried out, proper management must be implemented. According to previous study extracurricular activities are activities that are usually carried out outside the classroom and outside class hours (curriculum) to develop the potential of human resources (HR) owned by students, both related to the application of knowledge obtained or in a special sense to guide students in developing their potential and talents through mandatory and optional activities (Obeidat et al., 2017). Extracurricular activities are learning activities that are held outside of regular school hours. Other opinion strengthens support that extracurricular activities need to apply proper management, especially if they are carried out outside normal study hours so that more serious supervision is needed (Apriana et al., 2019). It is this extracurricular management, especially the extracurricular management of vocational education, which further encourages the author's desire to examine it in relation to independent learning. Therefore this study aims to analyze the magnitude of the impact of implementing life skills education policies and managing extracurricular vocational education on student independence.

2. METHOD

The method used in this study is a survey method with a quantitative approach, as well as correlational and regression techniques (Rusmana & Suprihatin, 2019). This research was conducted at SMA-LB Negeri in Kuningan Regency. Based on the objectives to be achieved and the formulation of the problem, this research uses a quantitative approach with the type of method used by the author, namely descriptive statistical analysis method. Data is analyze using partial and multiple regression calculations. Data collection techniques through a Likert scale questionnaire to 47 respondents. Look for the degree of contribution or influence based on the coefficient of determination R^2 or RSquare in the summary table. To express the magnitude of the percentage of influence between the independent variables on the dependent variable is determined by the formula $KD = (R^2) \times 100\%$ or $RSquare \times 100\%$.

3. RESULT AND DISCUSSION

Result

To determine the magnitude of the influence of implementing life skill education policies (X_1) individually (partially) on student independence (Y) it can be seen from the t value in the Coefficients table below with the testing criteria if the significance level is less than 0.05. The result of testing the hypothesis is show in Table 1.

Table 1. Test Results (t) Variable X_1 Against Y

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	92.631	13.427		6.899	0.000
Policy Implementation	-0.294	0.164	-0.258	-1.793	0.080

Based on the t-test results as show in Table 1, it was found that the t_{count} of the variable implementation of life skill education policies (X_1) has a p-value of 0.000 < 0.05, meaning that it has a significant distribution. This means that the implementation of life skill education policies (X_1) partially has an impact on student independence (Y). The regression equation $y = a + bx_1$ from the calculation results obtained $y = 92.631 + 0.294X_1$. A constant of 92.631 states that if there is an increase in the value of the variable implementing life skills education policies (X_1), then student independence (Y) is 92.631. The regression coefficient of 0.294 states that every change in one score or the value of implementing life skills education policies will give a score of 0.294. Significance of the impact of variable X_1 on Y is show in Table 2.

Table 2. Significance of the Impact of Variable X_1 on Y

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	198.169	1	198.169	3.216	0.040
	Residual	2772.682	45	61.615		
	Total	2970.851	46			

Based on Table 2 show the results of the ANOVA test or F test, the F_{count} is 3.216 and a significance value of 0.040 < 0.05. Thus, H_0 is rejected, meaning that the impact of implementing life skills education policies on student independence is significant. Furthermore, to determine the magnitude of the impact of implementing life skills education policies on student independence, it can be seen from the results of calculating the coefficient of determination is show in Table 3.

Table 3. Significance of the Impact Variabel X_1 on Y

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.258	0.067	0.046	7.850

From the Table 3, it can be seen that R Square is 0.067. The impact (influence) of the independent variable on the dependent variable is determined by the formula $KD = (R^2) \times 100\%$ or $RSquare \times 100\% = 0.067 \times 100\% = 6.7\%$. This means that 6.7% of student independence is affected by the variable implementation of life skills education policies, while the remaining 93.3% is affected by other factors not examined. To determine the impact of individual (partial) vocational education extracurricular

management (X_2) on student independence (Y) it can be seen from the t_{value} in the Coefficients table below with the testing criteria if the significance level is less than 0.05. The results of testing the hypothesis are as follows:

Table 4. Test Results (t) Variable X_2 to Y

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	19.455	8.006		2.430	0.019
Extracurricular Management	0.711	0.115	0.678	6.180	0.000

Based on Table 4, it was found that the t_{value} of the vocational education extracurricular management variable (X_2) has a p-value of 0.000 < 0.019, which means it is significant. Thus, vocational education extracurricular management (X_2) partially affects student independence (Y). The regression equation $y = a + bx_2$ from the calculation results obtained $y = 19.455 + 0.711X_2$. A constant of 19.455 states that if there is an increase in the value of the vocational education extracurricular management variable (X_2), then student independence (Y) is 19.455. The regression coefficient of 0.711 states that every change in one score or vocational education extracurricular management will give a score of 0.711. The significance of the impact of variable X_2 on Y is show in Table 5.

Table 5. Significance of the Impact of Variable X_2 on Y

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	1363.867	1	1363.867	38.192	0.000
Residual	1606.984	45	35.711		
Total	2970.851	46			

Based on Table 5 show the ANOVA test or F-test, we get F_{count} of 38.192 and a significance of 0.000 < 0.05 so H_0 is rejected, meaning that the impact of vocational education extracurricular management on student independence is significant. Furthermore, to determine the magnitude of the impact of vocational education extracurricular management on student independence, it can be seen from the results of calculating the coefficient of determination is show in Table 6.

Table 6. Significance of the Impact Variabel X_2 on Y

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.678	0.459	0.447	5.976

From the Table 6, it can be seen that the R Square is 0.459. The influence/impact of the independent variables on the dependent variable is determined by the formula $KD = (R^2) \times 100\%$ or $RSquare \times 100\% = 0.459 \times 100\% = 45.9\%$. This means that 45.9% of student independence is affected by the variables of vocational education extracurricular management, while the remaining 54.1% is affected by other factors not examined. To find out the magnitude of the impact of implementing life skill education policies (X_1) and vocational education extracurricular management simultaneously on student independence (Y) it can be seen from the t_{value} in the Coefficients table below with testing criteria if the significance level is less than 0.05, then the hypothesis is accepted. The results of testing the hypothesis is show in Table 7.

Table 7. Hypothesis Test Results for Variables X_1 and X_2 against Y

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	31.035	14.776		2.100	0.041
1 Policy Implementation	-0.120	0.129	-0.105	-0.933	0.356
Extracurricular Management	0.685	0.119	0.653	5.781	0.000

Based on [Table 7](#), it was found that the t-value of the variable implementation of life skills education policies (X_1) and vocational education extracurricular management (X_2) together had a p-value of 0.041 < 0.05, meaning it was significant. Thus the implementation of life skills education policies (X_1) and management of vocational education extracurriculars (X_2) together (simultaneously) have an impact on student independence (Y).

The equation states that each addition of X_1 and X_2 by one will increase Y by 0.120 and 0.685, meaning that each increase in the implementation of life skills education policies and vocational education extracurricular management by one will increase student independence by 0.120 and 0.685. To compare the significance value with a probability of 0.05 or 5%. That is, if the significance value is not more than a probability value of 0.05, it means that the independent variable has a significant effect on the dependent variable. If the significance value is more than the probability value of 0.05, it means that the independent variable has no significant effect on the dependent variable. Simultaneous significance of the impact of variables X_1 and X_2 on Y is show in [Table 8](#).

Table 8. Simultaneous Significance of the Impact of Variables X_1 and X_2 on Y

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1395.041	2	697.521	19.476	0.000
	Residual	1575.810	44	35.814		
	Total	2970.851	46			

Based on [Table 8](#) show the ANOVA test or F-test, we get F_{count} of 19.476 and a significance of 0.000 < 0.05 so H_0 is rejected, meaning that the impact of implementing life skills education policies and vocational education extracurricular management on student independence is significant. Furthermore, to determine the magnitude of the impact of implementing life skills education policies and vocational education extracurricular management simultaneously on student independence, it can be seen from the results of calculating the coefficient of determination in [Table 9](#).

Table 9. Magnitude of the Impact of Variables X_1 and X_2 Simultaneously on Y

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.685	0.470	0.445	5.984

From [Table 9](#) it can be seen that R Square is 0.470. The influence/impact of the independent variables on the dependent variable is determined by the formula $KD = (R^2) \times 100\%$ or $R_{Square} \times 100\% = 0.470 \times 100\% = 47\%$. This means that 47% of student independence is affected by the variable implementation of life skills education policies and vocational education extracurricular management, while the remaining 53% is affected by other factors not examined.

Discussion

The basis for decision making refers to the opinion of previous study state that selection of a significance level of 5% or 1% ([Chowdhury & Turin, 2020](#)). According to other study that in the past, when statistical software was not widely known and statistical tables were still widely used, this a priori approach was almost always used ([Shi et al., 2021](#)). In social research, we recognize the determination of a significance level of 5% or 1% before a statistical test is carried out, namely by comparing the calculated F with the table F value as follows: if the significance value is < 0.05, then H_0 is rejected, meaning that the regression coefficient is significant, and vice versa. That is, if the significance value is not more than a probability value of 0.05, it means that the independent variable has a significant effect on the dependent variable. If the significance value is more than the probability value of 0.05, it means that the independent variable has no significant effect on the dependent variable ([Alita et al., 2021](#)).

Base on the result of this study there is an impact of implementing life skills education policies on student independence. Empirically, the results of this study inform: (1) there is a positive and significant impact of implementing life skills education policies on student independence, and (2) the magnitude of the impact of implementing life skills education policies on student independence is shown by the results of research that implementation of life skills education policies by dimensions ([Berkup, 2014; Wardana, 2023](#)) namely: (1) Communication, (2) Sources, (3) Disposition or attitude and (4) Bureaucratic structure, has significant implications for student independence. However, the independence of these students is not only affected by the implementation of life skills education policies, there are other factors (epsilon), apart from

vocational education extracurricular management, which also have an impact, which were not studied in this study.

The research results of previous study state that the implementation of community education through empowering women based on life skill education in the sewing field has been carried out smoothly according to the program's technical instructions (Yuniarto, 2019). The impact of the program is to improve welfare, provide expertise and skills to women to be able to do business and improve the family economy. Thus, the results of this study indicate that the better the implementation of life skills education policies, the higher the independence of students will be followed. This can be explained by the regression equation $y = 92.631 + 0.294X_1$. With the regression equation, it can be interpreted that if the implementation of life skill education policies (X_1) and student independence (Y) are measured by the instruments developed in this study, then every change in the score of life skill education policy implementation by one unit can be estimated that the student independence score will change 0.294 units in the same direction.

Based on empirical findings which show a significant impact of implementing life skills education policies on student independence, the results of this study provide some information, including: (1) implementation of life skills education policies has a significant impact on student independence, (2) one of the way to increase student independence is to increase the implementation of life skill education policies, and (3) the percentage impact of life skill education policy implementation on student independence is 6.7%, while the rest are affected by other variables, besides the variable vocational education extracurricular management, which was not studied in this study (epsilon). The second problem to be answered in this study is whether there is an impact of vocational education extracurricular management on student independence. Empirically, the results of this study inform: (1) there is a positive and significant impact of vocational education extracurricular management on student independence, and (2) the magnitude of the impact of vocational education extracurricular management on student independence is shown by the results of the study that vocational education extracurricular management with dimensions by previous study (İleritürk, 2023), namely: (1) Extracurricular Activity Planning; (2) Implementation of Extracurricular Activities; (3) Assessment of Extracurricular Activities; (4) Extracurricular Program Evaluation, has significant implications for student independence. However, the independence of these students is not only affected by vocational education extracurricular management, there are other factors (epsilon), apart from the implementation of life skills education policies, which also have an impact, which were not studied in this study.

With regard to the management of vocational education extracurriculars, the results of previous study state that scout extracurriculars affect the disciplinary character of elementary students (Karmini et al., 2021). Viewed from the notion of scouting extracurriculars, it is an activity outside of class hours that aims to deepen and develop students' learning during the learning process in class and can develop students' interests and talents through real activities related to everyday life and can educate students' character, especially the character of discipline of student (Hakam, 2018; Sufriani et al., 2021). In addition, scout extracurricular activities have many benefits such as: being able to shape the character and personality of students, such as the character of discipline, faith, noble character, piety, law-abiding, patriotic spirit, upholding the noble values of the nation and becoming a citizen with the spirit of Pancasila, and becoming a member a good and useful society, which can build itself independently, and has concern for other people and the surrounding natural environment (Rismawati & Muhajir, 2020; Setyani & Mediatati, 2019; Sulastri et al., 2019).

The results of previous study show that there is a positive and significant influence between scout extracurriculars on the discipline of fourth grade students at SDN Gugus Tobacco, Kandangan District, Temanggung Regency, with a contribution of 38.9%, and there is a positive and significant influence between scout extracurriculars on the independence of grade IV students at SDN Cluster Tobacco, Kandangan District, Temanggung Regency, with a contribution of 36.2% (Laksono & Widagdo, 2018). And there is a strong relationship between discipline and student independence. Thus, the results of this study indicate that the better the management of vocational education extracurriculars, the higher the independence of students will be. This can be explained by the regression equation $y = 19.455 + 0.711X_2$. With the regression equation, it can be interpreted that if vocational education extracurricular management (X_2) and student independence (Y) are measured by the instruments developed in this study, then every change in the student independence score by one unit can be estimated that the student independence score will change 0.711 units in the direction the same one.

Moreover this study show impact of simultaneously implementing life skills education policies and management of vocational education extracurriculars on student independence. Empirically, the results of this study inform: (1) there is a positive and significant impact on implementing life skills education policies and vocational education extracurricular management simultaneously on student independence, and (2) the magnitude of the impact of implementing life skills education policies and vocational education

extracurricular management on independence mensi students adapted from previous study (Wardana, 2023), namely: (1) Communication, (2) Sources, (3) Disposition or attitude and (4) Bureaucratic structure, as well as vocational education extracurricular management with dimensions adapted from previous study (İleritürk, 2023), namely: (1) Extracurricular Activity Planning; (2) Implementation of Extracurricular Activities; (3) Assessment of Extracurricular Activities; (4) Extracurricular Program Evaluation, has significant implications for student independence. However, this student independence is not only affected by the implementation of life skills education policies, and vocational education extracurricular management, there are other factors (epsilon), which also have an impact, which were not studied in this study .

Thus, the results of this study indicate that the better the implementation of life skills education policies, and the better the management of vocational education extracurriculars, the higher the independence of students will be. This can be explained by the regression equation: $Y=31.035+0.120X_1+0.685X_2$. Therefore, the regression equation can be interpreted that if the implementation of life skill education policies (X_1), vocational education extracurricular management (X_2) and student independence (Y) are measured by the instruments developed in this study, then any changes in the score of life skill education policy implementation and vocational education extracurricular management of one unit, it can be estimated that the student independence score will change 0.120 and 0.685 units in the same direction. Based on empirical findings indicating a significant impact on the implementation of life skills education policies, and management of vocational education extracurriculars on student independence, the results of this study provide some information, including: (1) professionalism and management of vocational education extracurriculars has a significant impact on independence students, (2) one way to increase student independence is to increase the implementation of life skills education policies and vocational education extracurricular management. (3) the percentage impact of implementing life skills education policies and vocational education extracurricular management simultaneously on student independence is 47%, while the rest is affected by other variables, which were not examined in this study (epsilon).

4. CONCLUSION

After carrying out the research starting from the proposal seminar until it was completed within approximately six months, then the results were processed and analysed, it can be concluded as follows: (1) Implementation of life skills education policies has a positive and significant impact on student independence. The magnitude of the impact was affected by other factors. (2) Vocational education extracurricular management has a positive and significant impact on student independence. The magnitude of the impact was affected by other factors. (3) Implementation of life skills education policies and management of vocational education extracurricular simultaneously (simultaneously) has a positive and significant impact on student independence. The magnitude of the impact was affected by other factors.

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