

# Management of Student Life Skills and Their Impact on Learning Outcomes of Madrasah Students During The Covid-19 Pandemic Period

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## Abstract:

This study aims to analyze the mastery of student life skills (personal skills, social skills, academic skills, and vocational skills) and their impact on the learning outcomes of madrasah students during the covid-19 pandemic period. This research is quantitative research that uses the correlational descriptive method. The sample of this study is 64 students of Grade Sixth of Madrasah Ibtidaiyah Muhammadiyah Jragan. The results show that personal skills and social skills significantly affect the learning outcomes of madrasah students. Meanwhile, simultaneously, all life skills variables in this study substantially influence the learning outcomes of Madrasah students. These results indicate that life skills education mastered by madrasah students when studying online at home during the covid-19 pandemic encourages the achievement of good madrasa student learning outcomes. Hence, it can be concluded that online learning at home can work well if it is supported by better mastery of student life skills.

**Keywords:** *Life Skills, Learning Outcomes, Covid-19 Pandemic Period*

## Abstrak:

Tujuan penelitian ini yaitu untuk menganalisis penguasaan kecakapan hidup siswa (keterampilan pribadi, keterampilan sosial, keterampilan akademik, dan keterampilan kejuruan) serta dampaknya terhadap hasil belajar siswa madrasah selama masa pandemi covid-19. Penelitian ini merupakan penelitian kuantitatif yang menggunakan metode deskriptif korelasional. Sampel penelitian sebanyak 64 siswa kelas VI Madrasah Ibtidaiyah Muhammadiyah Jragan. Hasil penelitian menunjukkan bahwa kecakapan pribadi dan kecakapan sosial berpengaruh signifikan terhadap hasil belajar siswa madrasah. Sedangkan, seluruh variabel kecakapan hidup dalam penelitian ini secara simultan berpengaruh signifikan terhadap hasil belajar siswa Madrasah. Hasil ini menunjukkan bahwa pendidikan kecakapan hidup yang dikuasai siswa madrasah saat belajar online di rumah selama masa pandemi covid-19 mendorong tercapainya hasil belajar siswa madrasah yang baik. Oleh karena itu, dapat disimpulkan bahwa pembelajaran online di rumah dapat berjalan dengan baik jika ditunjang dengan penguasaan kecakapan hidup siswa yang baik.

**Kata Kunci:** *Kecakapan Hidup, Hasil Belajar, Masa Pandemi Covid-19*

## INTRODUCTION

The COVID-19 pandemic, which was sparked by the SARS-Cov-2 virus, has had a significant impact on people worldwide in every aspect of life (Brooks et al., 2020; Gupta & Jawanda, 2020; Harris & Jones, 2020). People's daily routines have also changed as a result of the pandemic. Following this change in activity, several fields are disrupted. The growth of modern technology, particularly information technology, has contributed significantly to the disruption produced by this pandemic. Because of the disturbance caused by the epidemic, many community activities, including those of workers and teachers, have suffered significant adjustments. According to data from UNESCO, the pandemic has affected at least 70% of school activities globally (UNESCO, 2022).

Following the World Health Organization's (WHO) declaration of Corona Virus Disease as a pandemic in March (Zhang et al., 2020), the educational system must undergo significant changes. Along with the fear that ensued, the government, via the Ministry of Education and Culture, finally implemented a new policy, namely learning from home (Adham & Mahmudah, 2021; Ardiyanti & Munastiwi, 2020; Gamage et al., 2020; Velasco et al., 2021; Yulia, 2020). With the implementation of this policy, teachers need to be innovative and revise all previously prepared activities to establish a new learning system for students who study at home (Carlana & la Ferrara, 2021). This policy applies to all stages of education, from pre-kindergarten to university (Gamage et al., 2020; Naresh, 2020; Pramana, 2020).

This pandemic allows parents to spend more time with their children and help them develop critical life skills (Machmudah et al., 2020; Pongen, 2021). All areas of development and intelligence are easily encouraged during the golden period of early childhood, which occurs just once during the human development and growth phase of life (Diana et al., 2021). Thus, improving and developing children's abilities and skills involves a variety of efforts that promote their growth and provide a variety of learning activities that focus on the development of life skills that are highly influential on children at a young age (Pongen, 2021; Utami, 2018).

The spread of the Covid-19 virus in Indonesia caused all facilities and infrastructure to be temporarily closed. Activities that cannot be done at school include learning from home, likewise for parents who have to follow government regulations to implement work from home or work from home (WFH). This condition has changed the order of the social system, which was originally the family's full-day activities to work; during this pandemic, the position of the role of the family is increasingly intact because families are more active at home and can always gather together so that families will also have more opportunities to interact, provide assistance in learning from their children (Apdillah et al., 2022).

The current phenomenon shows that the COVID-19 pandemic condition makes students increasingly dependent on their parents for the online learning process from home. This causes parents to be busy preparing learning equipment and tools that have never been done before. This automatically

becomes a new burden for parents who work to earn a living for the family. This is where the importance of life skills education is given and taught by parents to children as early as possible. Good parents want and love their children to be independent and responsible for their online learning process (Utami, 2018).

In order to provide children that can be independent and responsible individuals, life skills education is needed that needs to be taught to children through the participation of parents at home during the pandemic (Suryanti et al., 2020; Utami, 2018; Vergara-Torres et al., 2022). A sense of responsibility and self-confidence in children can be formed because of life skill activities instilled by parents in children from an early age (Jacobs & Wright, 2018).

According to Dr. AR. Saravanakumar (2020), with a good mastery of Life Skills Education, will help build a society equipped with a creative spark, problem-solving attitude, critical question approach, rationalistic individual, decision-making potential, excessive socialization stage, favorable verbal exchange, and interpersonal and empathy to fit in in society. All these abilities are the foundation of a prosperous lifestyle. Therefore, students/youth need to be given existential skills training straight from primary education and textbook knowledge, tutorial skills, and social skills. Life skills development creates opportunities for cultivating critical life skills to operate correctly in the world of work and meet the changing needs of society.

There are not too many studies examining the use of life skills and their relationship to learning outcomes. One of them is research from Sumiyati et al. (2020), who examined the importance of life skills to reinforce student learning outcomes. However, this research does not represent life skills education independently from home by parents because at the time the research was conducted, there was no online learning during the pandemic as it is today. Putra et al. (2021) stated that there are four kinds of life skills that a student should have: namely personal skills, social skills, academic skills, and vocational skills. These four skills are the current focus of this research; how will they affect the learning outcomes of students studying online during the covid-19 pandemic.

The latest research on student life skills education during the covid-19 pandemic was carried out by Rakhman & Alam (2020), which focused on developing student life skills using distance learning. Similar research was also conducted by Bahfen et al. (2020), which focuses on the significant role of parents in assisting students in studying from home during the covid-19 pandemic. In contrast to previous studies, this study focuses on which life skills most influence students learning outcomes during online learning during the COVID-19 pandemic. With this research, it is hoped that we can identify the kinds of life skills that parents should teach to students.

The extent to which graduates can integrate the knowledge gained from their education into their professional and personal lives is a measure of the effectiveness of the management of the education system. Consequently, effective management of the educational system needs to be able to teach students how to live their lives and provide graduates with the necessary life

skills. It stands to reason that a person's impact on the lives of others would be proportionately more significant to the level of education he or she possesses. Learning life skills refers to an individual's capacity or knowledge and ability to overcome difficulties that arise in everyday life and the environment in which they operate. Therefore, to attain the intended results, training in life skills necessitates following specific management, especially management of the education system.

Regarding the stages of life skills training, Anwar (2015) emphasized that developing life skills must occur in five stages: 1) according to study results, value selection, and assumptions; 2) The acquired knowledge is used to develop talents, life prowess, and the ability to survive and prosper in the actual world; 3) The curriculum/program has been designed based on known competencies, allowing students to progress depending on their selected competencies; 4) To be directed by the curriculum, the appropriate training phases must be selected; and 5) In the second step, viability assessment must follow competency.

Student evaluation is more than just a written test because it is based on competency. However, including quality of life education in the school curriculum should not be overlooked. Although various attempts have been made, such as establishing a curriculum that opposes the capacity to prioritize the Competency-Based Curriculum and improving the Education Unit Level Curriculum, its implementation in schools does not take the shape of topics. Therefore, the material is an essential component of every subject.

Regarding the evaluation (assessment) of the life skills program at Madrasah Ibtidaiyah Muhammadiyah Jagan, this can be defined as a procedure to measure, evaluate data/response, and observe educational activities. Developing life skills through a rational and accountable decision-making process. In this study, the implementing institution for the life skills development program is Madrasah Ibtidaiyah Muhammadiyah Jagan. Madrasah Ibtidaiyah Muhammadiyah Jagan management of education is based on the Prophet Muhammad's way of life and effort in the education system. Madrasah Ibtidaiyah Muhammadiyah Jagan provides a range of life skills programs, such as leadership training, public speaking, trainer training, agribusiness, entrepreneurship, talent development, various activities (Talentpreneur Forum), cognitive and thinking skills (project-based learning, creativity) Thinking, teaching maestro), religion (daily Islamic practice, character building, child training, counseling), and global awareness. (English proficiency, English camp) ICT proficiency (information technology training, co-learning, communication).

Life skills are skills that must and need to be possessed by students related to the ability to maintain and develop their lives in society. Everyone, including students, is a social being and will be fully involved in the society in which he or she lives. For this, they must have the provision of life skills to maintain and develop their lives in the community. Children who lack life skills will be a burden to society. In contrast, children who already have life skills will be independent and can even help develop the community in which they are

located. Children with good life skills will be able to solve problems through their knowledge and skills.

Several life skills need to be developed in students, namely personal skills, social skills, academic skills, and vocational skills (Dalimunthe et al., 2021). Personal skill is individual abilities in terms of self-regulation, for example, to motivate themselves to excel, appreciate that they are creatures of Allah SWT, commit to something, have high self-confidence, be independent, and so on.

Meanwhile, social skills are a group of life skills related to skills in social relations with people around them, such as being able to communicate well orally, in writing, and working together in teams or groups to achieve a common goal. Academic skills include skills or abilities in designing, implementing, and applying learning outcomes that are then used to solve problems both in the form of processes and products.

Furthermore, vocational skills are life skills, including skills in finding specific algorithms, models, or procedures to carry out certain tasks. In addition, vocational skills also include skills in carrying out and following specific procedures and skills in creating a product by applying concepts, principles, tools, and materials he has learned before.

Likewise, aspects of life skills will be developed in schools, especially in learning at school, when the learning itself can be responded to positively by students. So far, the public and education practitioners consider that the indicator of learning success as the core of the educational process is the national exam score. Such a view is not wrong but only sees one indicator. If success is only seen from these indicators, then learning tends to emphasize more the cognitive aspect alone, so that the affective and psychomotor aspects are somewhat neglected.

After all, the learning process has been geared toward mastering the foundational abilities necessary for thriving in today's social environment since September of 2001. The essence of competence and educational results is the ability of a person who dares to face the difficulties of life and live without feeling overwhelmed, and then proactively and creatively explore and finds answers so that they can finally accomplish them. In this context, this study aims to examine the impact of Life Skills Education on Islamic Elementary School (from now on referred to as Madrasah Ibtidaiyah) of Muhammadiyah Jragan students learning outcomes during the period of the Covid-19 Pandemic.

## RESEARCH METHODS

This study uses a quantitative research approach that uses the descriptive correlational method. This method aims to describe and find the relationship between the independent and dependent variables. The variables in this study are personal life skills, social life skills, academic life skills, and vocational life skills as independent variables while learning outcomes as the dependent variable.

The subjects of this research are 6th-grade students of Madrasah Ibtidaiyah Muhammadiyah Jragan, which amounted to 64 students; the sampling technique used total sampling, that is, all of the population was

sampled. The data collection uses a questionnaire method to find data related to students' life skills in the questionnaire uses a Likert scale to measure student answers and practicum test scores to collect data related to students' welding results. The data analysis in this study is inferential statistical data analysis. Before evaluating the hypothesis, a prerequisite test in a normality test, a multicollinearity test, and a heteroscedasticity test are required. All data processing from the questionnaire was carried out with the help of SPSS v.20 software.

**Table 1 : The indicators of Variables**

Main Variable	Variable of Research	Indicators of Variable of Research
Life skill (Independent Variable)	1. Personal life skill (X1)	- Self-awareness skills - Rational thinking skills (thinking skills)
	2. Social life skill (X2)	- Communication skills - Collaboration skills
	3. Academic life skill (X3)	- Variable identification skills - The ability to explain the relationship of a certain phenomenon
	4. Vocational life skill (X4)	- Basic vocational skills - Special vocational skills
Learning Outcomes (Dependent Variable)	Result of practicum Test (Y)	

Source: (Dalimunthe et al., 2021)

## RESULTS AND DISCUSSION

### Classic Assumption Test

#### 1. Normality test

In order to determine whether or not a regression model, confounding variable, or residual variable has a normal distribution, a normality test is performed. A reliable data model has a normal distribution or is very close to being normal in distribution (Schober et al., 2018).

**Table 2: Normality Test Results  
One-Sample Kolmogorov-Smirnov Test**

	Unstandardized Residual
Normal	0e-7
mean	,78779579
Parameter	,071
Std. Deviation a,B	
Most Absolute	,071
Extreme Positive	-,065
Difference Negative s	,502
Kolmogorov-Smirnov Z Asymp.	,963
Sig. (2-Tailed)	

According to the statistical test of normality in Table 1, the Kolmogorov Smirnov value is 0.502, and the significance value is 0.963, or greater than 0.05; the data are normally distributed.

## 2. Multicollinearity Test

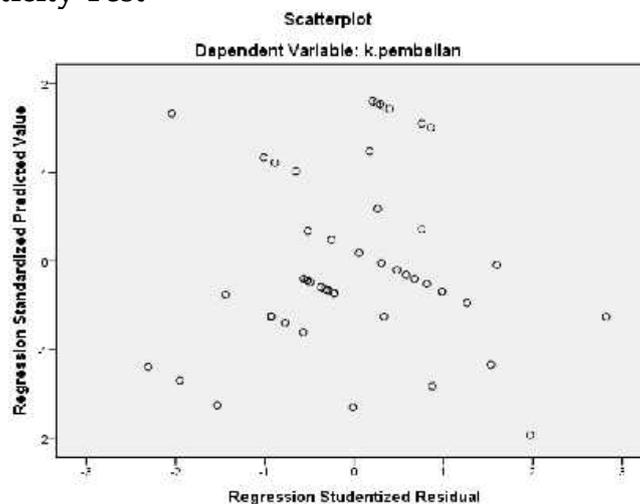
The multicollinearity test determines whether a correlation exists between the independent variables in the regression model. A decent regression model should have no connection in each independent variable (Schober et al., 2018).

**Table 3: Multicollinearity Test Results**  
**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	3,100	1,613		1,921	,061		
Life skills	,300	,119	,316	2,523	0.015	,254	3,934
Social Skills	,479	,094	,648	5,120	,000	,248	4.026
Academic skills	-,084	,082	-,112	-1.035	,306	,336	2,972
Vocational skills	,031	,081	.042	,389	,699	,334	2,993

According to Table 3, all existing independent variables qualify for passing the multicollinearity test, namely a tolerance value higher than 0.10 and a VIF (Variance Inflation Factor) value under 10. Furthermore, the tolerance value of the life skill is 0.254, social skill has a value of 0.248, academic skill has a value of 0.338, and vocational skill is 0.334, meaning that the variables of life skills, social skills, academic skills, and vocational skills are not correlated. Meanwhile, the independent variable of life skills is 3.934, social skills have a value of 4.026, academic skills have a value of 2.972, and vocational skill is 2.993, which means there is no correlation.

## 3. Heteroscedasticity Test



**Figure 1: Heteroscedasticity Test Results**

As illustrated above, the points spread randomly above and below the number 0 on the Y axis, and do not form a pattern. This implies that the regression model is not heteroscedastic.

## Hypothesis Testing

### 1. Coefficient Of Determination Test (R<sup>2</sup>)

**Table 4: Coefficient of Determination Test Results**

Model	R	R Square	Adjusted R Square	Std. Error Of The Estimate	Durbin-Watson
1	,906 <sup>a</sup>	,821	,805	,822	1,644

The table above shows that the coefficient of determination (R<sup>2</sup>) is 0.821. (82.1 percent). The value of the coefficient of determination means that the independent variables of life skills, social skills, academic skills, and vocational skills can account for 82.1 percent of the variance in the dependent variable, learning outcomes, while variables beyond this research explain the remaining 17.9 percent.

### 2. Partial Significance Test (t Test)

**Table 4: t Test of Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
	(Constant)	3,100	1,613				1,921
Life skills	,300	,119	,316	2,523	0.015	,254	3,934
Social skills	,479	,094	,648	5,120	,000	,248	4.026
Academic skills	-,084	,082	-,112	-1.035	,306	,336	2,972
Vocational skills	,031	,081	.042	,389	,699	,334	2,993

Consider the SPSS output coefficients for the t-test above and compare tstatistic to ttable of 2.014 derived from table t with df = nk (50-5) which is 45 and alpha 0.05. A further section discusses the relationship between life skills, social skills, academic skills, and vocational skills and Madrasah Ibtidaiyah Muhammadiyah Jragan students' learning outcomes

#### a. The Influence of Life Skills (X1) on Learning Outcomes (Y)

The results of the t test for life skills (X1) on learning outcomes (Y) show a Sig value of 0.015 and t-statistic shows a value of 2.523, meaning that the Sig value is smaller than the probability value of 0.05 (0.015 < 0.05) and t-statistic is greater than t table (2.523 > 2.014), then the conclusion that can be drawn is that H0 is rejected and Ha is accepted. This means that life skills have a partially significant effect on learning outcomes at Madrasah Ibtidaiyah Muhammadiyah Jragan.

b. The Effect of Social Skills (X2) on Learning Outcomes (Y)

The results of the t-test for social skills (X2) on learning outcomes (Y) show a Sig value of 0.000 and t-statistic shows a value of 5.120, meaning that the sig value is greater than the probability value of 0.05 ( $0.000 < 0.05$ ) and t-statistic is greater than t table ( $5.120 < 2.014$ ), then the conclusion that can be drawn is that H0 is rejected and Ha is accepted. This means that social skills partially have a significant effect on learning outcomes at Madrasah Ibtidaiyah Muhammadiyah Jragan.

c. The influence of academic skills (X3) on learning outcomes (Y)

The results of the t-test for academic skills (X3) on learning outcomes (Y) show a Sig value of 0.306 and t-statistic shows a value of -1.035, meaning that the sig value is greater than the probability value of 0.05 ( $0.306 > 0.05$ ) and t-statistic is smaller from the t table ( $-1.035 < 2.014$ ), the conclusion that can be drawn is that H0 is accepted and Ha is rejected. This means that academic skills do not partially have a significant effect on learning outcomes at Madrasah Ibtidaiyah Muhammadiyah Jragan.

d. The influence of vocational skills (X4) on learning outcomes (Y)

The results of the t test for vocational skills (X4) on learning outcomes (Y) show a Sig value of 0.699 and t-statistic shows a value of 0.389, meaning that the sig value is greater than the probability value of 0.05 ( $0.699 > 0.05$ ) and t-statistic is less than t table ( $0.389 < 2.014$ ), then the conclusion that can be drawn is that H0 is accepted and Ha is rejected. This means that vocational skills have no partial significant effect on learning outcomes at Madrasah Ibtidaiyah Muhammadiyah Jragan.

### 3. Simultaneous Significance Test (F Test)

Table 5: Anova<sup>a</sup> F test

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	139,590	4	34,897	51,639	,000b
Residual	30,410	45	,676		
Total	170,000	49			

Based on table 5, the probability value (Sig) is 0.000. Because the value of  $\text{Sig} < 0.05$  ( $0.000 < 0.05$ ), the decision is that H0 is rejected and Ha is accepted. The conclusion is significant, meaning Life-skills, social skills, academic skills, and vocational skills on learning outcomes in students of Madrasah Ibtidaiyah Muhammadiyah Jragan. As another way of looking at this F test, it can compare between calculated F and F table. The trick is to determine the value of degrees of freedom (df) for the numerator (df1) with the formula  $\text{df1} = k - 1$ . Then determine the degree of freedom (df) for the denominator or df2 with the formula  $\text{df2} = nk$ . Where k is the number of variables (independent and dependent), and n is the amount of data. In this study, the value of  $k = 5$  and  $n = 50$ . Then the value of df1 in this study is  $\text{df1} = 5 - 1 = 4$  and  $\text{df2} = 50 - 5 = 45$ , so by looking at the values in the F table with  $\text{df1} = 5$  and  $\text{df2} = 45$  the F table

value is 2.58. Furthermore, comparing the calculated F value with the F table from the table above, it is known that the calculated F value is 51.639, then  $H_0$  is rejected, and  $H_a$  is accepted. So, it can be concluded that F statistic  $>$  F table ( $51.639 > 2.58$ ) means personal skills, social skills, academic skills, and vocational skills have a significant effect simultaneously or together on learning outcomes in Madrasah Ibtidaiyah Muhammadiyah Jragan.

### **The Influence of Life skills on Learning Outcomes**

This study indicates that life skills have a partially significant effect on Madrasah Ibtidaiyah Muhammadiyah Jragan's learning outcomes. Based on the results of testing hypothesis 1 above about the effect of the life skills variable on learning outcomes, it is obtained from the information that the life skills variable has a significant effect on learning outcomes of 0.015 smaller than 0.05, where the results of the t-test are known that the t-statistic is 2.523. This means that  $H_0$  is rejected and  $H_a$  is accepted.

The results of this study are from research conducted by Orabi et al. (2020) that highlights that "students' academic achievement level positively reflects the life skills." In the same rhyme, Wrahatnolo (2018) states that "there is a significant influence on the application of personal life skills on students' ability to make professional/job decisions." Based on research conducted by researchers and expert opinions, it can be concluded that "there is a relationship between personal life skills and learning outcomes." The findings reveal that students' life skills and learning outcomes who utilized online approaches were superior to those of students who utilized conventional models.

### **The Influence of Social Skills on Learning Outcomes**

This study indicates that social skills have a partially significant effect on learning outcomes in Madrasah Ibtidaiyah Muhammadiyah Jragan. Based on the results of testing hypothesis 2 above, the effect of the variable Social Skills does not affect learning outcomes of 0.000 smaller than 0.05, where the results of the t-test are known that the value of the t-statistic is 5.120. This means that  $H_0$  is rejected and  $H_a$  is accepted. So, it can be concluded that the better the social skills, the higher the learning outcomes at Madrasah Ibtidaiyah Muhammadiyah Jragan.

This research is by previous research on life skills, namely students' social life skills that have a significant relationship with learning achievement (Orabi et al., 2020), and as highlighted by Suryani et al. (2021) that is, "there is a positive and significant effect of student learning activities on students' social life skills." Based on research conducted by researchers and expert opinions, it can be concluded that there is a relationship between social life skills and learning outcomes.

For students to achieve their full potential as communicators and collaborators, it is necessary to use effective strategies while teaching social skills. Therefore, three key areas of focus must be addressed: attitude, knowledge, and skills (Cholis & Yulianti, 2020). The application of learning through social skills will make learners successful group members and improve

group performance (Anggelita et al., 2020). Indeed, the primary objective of high-quality education is to create individuals with a strong aptitude for problem-solving (Sulastri & Pertiwi, 2020). The adoption of online learning has made education more accessible to students of all ages and levels and increased convenience by doing away with the need for traditional classroom settings (Fitriyani et al., 2020). The online method is still relatively new in its application and requires numerous innovations to maximize its outcomes (Chang & Benson, 2022). Online learning at the junior high school level still finds many considerable challenges to solve.

### **The Influence of Academic Skills on Learning Outcomes**

This study indicates that academic skills have no significant partial effect on the learning outcomes of Madrasah Ibtidaiyah Muhammadiyah Jragan students. Based on the results of testing hypothesis 3 above about "the effect of the academic ability variable on learning outcomes, it is obtained from the information that the academic ability variable does not significantly affect learning outcomes by 0.306 is greater than 0.05, where the results of the t-test are known that the t-statistic is -1.035." This means that academic skills do not affect learning outcomes at Madrasah Ibtidaiyah Muhammadiyah Jragan.

However, this result differs from Orabi et al. (2020). They state that "there is a significant relationship between academic life skills and learning," and the research achievements of students' academic ability significantly affect student learning outcomes (Supena et al., 2021).

### **The Influence of Vocational Skills on Learning Outcomes**

This study indicates that vocational skills have no significant partial effect on the learning outcomes of Madrasah Ibtidaiyah Muhammadiyah Jragan students. As shown in the results of testing hypothesis 4 above about the effect of vocational skills on learning outcomes, it is obtained from the information that vocational skills have a significant effect on learning outcomes of 0.699 greater than 0.05, where the results of the t-test are known that the t-statistic is 0.389. This means that  $H_0$  is accepted and  $H_a$  is rejected. Hence, vocational skills do not affect learning outcomes at Madrasah Ibtidaiyah Muhammadiyah Jragan.

Nevertheless, this result is different from Orabi et al. (2020), which state that "there is a significant relationship between vocational life skills and learning achievement," while Starkey (2020) states that "teachers place more emphasis on developing vocational skills." According to the results as well as the opinions of experts, it can be concluded that vocational life skills are one of the determinants of student learning outcomes since students who have high vocational life skills will find it easier to complete a worksheet with satisfactory results for the students who have high vocational skills compared to lack of vocational skills (Kholifah et al., 2020), so that the vocational life skills possessed by 6th-grade Madrasah Ibtidaiyah Muhammadiyah Jragan students is good, and has a significant relationship to the learning outcomes.

## **The Influence of Life Skills, Social Skills, Academic Skills, and Vocational Skills on Learning Outcomes**

Based on the results of the F test, it can be seen that the value of the F statistic is 51.639, with a significance value of 0.42. This shows  $F\text{-statistic} > F\text{ table}$  ( $51.639 > 2.42$ ) and  $\text{Sig value} < 0.05$  ( $0.000 < 0.05$ ). The hypothesis in this study is "H<sub>0</sub> is rejected, and H<sub>a</sub> is accepted", which means that life skills, social skills, academic skills, and vocational skills are significant simultaneously or together in the learning outcomes of Madrasah Ibtidaiyah Muhammadiyah Jragan students.

This result is in line with Suryani et al. (2021) stated that "the personal skills, social skills, academic skills and vocational skills of SMK Negeri 1 Losarang students were categorized as high" and the other similar research by Orabi et al. (2020) which states that "there is a significant relationship between personal life skills, social life skills, academic life skills and vocational life skills on student achievement." Based on experts' opinions and from the research results conducted by researchers, it can be concluded that "personal life skills, social life skills, academic life skills, and vocational life skills have a significant relationship to students' learning outcomes Madrasah Ibtidaiyah Muhammadiyah Jragan."

From these results, it can be understood that the teacher does not forget to continue to reinforce the child even though the learning does not take place in a face-to-face meeting. Further, the importance of reinforcing children is in line with the opinion of Asril et al. (2018), who explains that giving reinforcement is very important because it can have a positive impact on children, namely providing motivation for children to try to show their best achievements, correcting wrong behavior, can improve children's efforts and prosocial behavior (Wahyuni & Efastri, 2019). The provision of motivation usually given by Madrasah teachers is in the form of strengthening both verbally and non-verbally in children that the teachers have done in their respective institutions.

Furthermore, during the COVID-19 pandemic, it was discovered that confident parents or guardians of pupils were unable to use the WhatsApp program, lacked an Android-based smartphone, and had trouble acquiring a signal in their location, which slowed down instructors' work in providing immediate reinforcement to the child because they have to wait for the student's guardian to come first to school or the teacher who comes to the child to their respective homes. The obstacles found were by what was described by Hamid Muhammad as the Acting Director-General of Early Childhood Education, Primary Education, and Secondary Education. The most important thing is that learning must occur even at home and even with the limitations of existing infrastructure (Kemendikud, 2020). By understanding the limitations of technology that have not been evenly distributed, the most important thing, whether interactively or not interactively, is that learning must still occur even though you are at home (Nahdi et al., 2020).

The findings of this study broadly indicate that all life skills variables (personal skills, social skills, academic skills, and vocational skills) jointly influence and impact student learning outcomes online at Madrasah Ibtidaiyah

Muhammadiyah Jragan in class VI. These findings are in line with and support the theory of Dr. AR. Saravanakumar, an Assistant Professor at Alagappa University, India, highlights that life skills that are successfully mastered will increase a student's creativity and productivity, automatically improving student learning outcomes (Saravanakumar, 2020).

Many experts also agree that online learning during the COVID-19 pandemic will enrich students' integrated learning opportunities so that many achievements that have not been available offline can be fulfilled, such as mastery of IT and mastery of independent literacy, which requires students to be proactive in learning (Hammerstein et al., 2021; Hodges & Martin, 2020). With good mastery of life skills from the life skills education process at home during the covid-19 pandemic, learning outcomes and student satisfaction in online learning during the COVID-19 pandemic should increase (Baber, 2020; Kuhfeld et al., 2020; Safi'i et al., 2021).

Based on the findings from the observations and interviews that were carried out, it is possible to conclude that the management of life skill development at Madrasah Ibtidaiyah Muhammadiyah Jragan did an excellent job of putting the planning function into practice. The planning is measured based on the educators who will complete the subject matter in developing life skills and who have been carefully and adequately chosen. According to the planning of facilities and infrastructure, teachers and students at Madrasah Ibtaiyah Muhammadiyah Jragan require facilities such as computers, cooking utensils, and batik-making equipment.

Such involvement cannot be arranged at school. In addition, for life skills, activities in schools during the absence, the life skills program at Madrasah Ibtidaiyah Muhammadiyah Jragan began just before COVID-19 after the classroom activity was done. Life skills are often carried out from Monday through Thursday, with robotics being the most significant aspect of the execution of life skills.

Based on the findings of life skill development management observations and interviews, supervision has been carried out according to its responsibilities and functions. However, the weakness of present supervision is still discovered in its execution. This is highlighted by a student who complains about educators who arrive late or do not even present and numerous students who abandon the classroom during life skill sessions. The madrasah should place greater emphasis, specifically on the discipline. The implementation of life skills program supervision is provided each year to educators in order for them to construct an appealing Learning Implementation Plan to be used in the Learning and Teaching Activity of life skill development. Once difficulties are discovered in students during life skill exercises, they will be quickly processed and followed up on by the madrasah counseling agency.

## CONCLUSION

The results show that the independent variable's coefficient of determination (R Square) on the dependent variable is  $R^2 = 0.821$  (82.1%). The independent variable can explain the dependent variable. As a result, it shows

that life skills significantly influence the learning outcomes of Madrasah Ibtidaiyah Muhammadiyah Jragan students. This is proven by t-statistic that greater than t-table ( $2,523 > 2,014$ ). Likewise, social skill significantly influences the learning outcomes of Madrasah Ibtidaiyah Muhammadiyah Jragan students. This is evidenced by the at-statistic greater than the t-table ( $5.120 > 2.014$ ). Meanwhile, the academic ability does not significantly affect the learning outcomes of Madrasah Ibtidaiyah Muhammadiyah Jragan students. This is evidenced by at-statistic smaller than at-table ( $-1.035 < 2.014$ ). Similarly, vocational skills do not significantly affect the learning outcomes of Madrasah Ibtidaiyah Muhammadiyah Jragan students. This is evidenced by the t-statistic that less than the t-table ( $0.389 < 2.014$ ). Nevertheless, the results of the simultaneous test of the variables of Life Skills, Social Skills, Academic Skills, and Vocational Skills have a significant effect on Learning Outcomes, which is proven by the f-statistic ( $51,639 > f\text{-table } (2,58)$ ). Hence, the better the Life Skills, Social Skills, Academic Skills, and Vocational Skills provided, the higher the learning outcomes of Madrasah Ibtidaiyah Muhammadiyah Jragan students.

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