

URGENCY OF LIFE SKILL LEARNING IN FIQIH LESSONS IN MADRASAH

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Abstract: *This study aims to describe the importance of applying life skill in Fiqh subjects in Madrasah. The result of the research shows that learning life skills are applied in the jurisprudence of the madrasah because Life skill is a person's ability to communicate effectively, develop cooperation, perform role as responsible citizen, have the ability and readiness to work, and have character and ethics to plunge into the world of work. In addition to improving the quality of madrasah education, it is necessary to develop and improve the curriculum that integrates community-based education (Broad Based Education) and life skills oriented (life skills). The integration of life skills education in the Fiqh curriculum makes these skills as the underlying competence and direct the development of the curriculum. The subject of Fiqh in Madrasah Curriculum is one of the subjects of Islamic Religious Education which is directed to prepare learners to know, understand, live and practice Islamic law which then becomes the basis of way of life through the guidance, teaching, , practice and habituation.*

Keywords: *life skill, subjects Fiqh, Madrasah.*

INTRODUCTION

Up to now, the development and improvement of education quality has been continuously done, such as curriculum improvement, human resource quality improvement, provision of learning resources and other infrastructures, but this effort has not yielded significant results. International comparative studies show that the quality of education in Indonesia is less encouraging. Based on the Human Development Index (HDI) study, Indonesia ranks 112th out of 175 countries surveyed, three levels below Vietnam. Similarly, the Political Economic Risk Consultation (PERC) reported Indonesia ranked 12th out of 12 countries surveyed, one ranked below Vietnam. Furthermore, The Third International Mathematics and Science Study-Repeat (TIMSS-R 1999) reports that Indonesian Junior High School students are ranked 32nd for Natural Sciences and 34 for Mathematics, from 38 countries surveyed in Asia, Australia and Africa.

In addition to statistics showing that around 30% of Indonesians are below the poverty line, not all junior and senior high school graduates can continue their education to a higher level, 1999/2000 data shows the number of continuing education, where 19.45% for junior high school graduates and most of them are 53.12 for high school graduates. Yet as the next generation, they need the skills to survive in their life. (Depag, 2005: 1-2).

Based on the problem, it can be understood that education is a complex process, long-term impact and has various aspects that include in the process that are related to each other, so that leads to the realization of human beings who have intelligence, knowledge, good behavior and skills or skills in life (Zamroni, 2000: 128).

To realize the above, then in the development of education required the existence of life skill education (Muhaimin, 2003: 155). In order to improve the quality of school education, it is necessary to develop and improve the curriculum at all levels



of education that integrates Broad-based Education oriented to life skill. With the emphasis of education on life skills, education is expected to really improve the lives and dignity of society in anticipation of future demands.

Therefore, the Government of Indonesia through the Ministry of Education and Culture is trying to formulate an educational curriculum that is Curriculum 2004 oriented life skill education (life skill). Life Skills are skills that can practically equip learners in dealing with a variety of life and life issues. Life skills consist of: (1) Generic Life Skills, which includes personal life skills (*self awarennes skill*), *thinking skill*, *social skill*, *communication skill*, and *collaboration skill*, and (2) *specific life skill*, namely the ability to deal with a particular job or circumstance, which includes academic skills or intellectual skills, and *vocational skill*. (Depdiknas RI, 2004: 4). It aims to learners can face the problem of life and life naturally, able to recognize themselves, able to live independently and able to manage and lead himself to see the needs and seek opportunities that can direct him to be able to carry out its function in life in this world.

Thus, life skill is a skill that must be possessed by a person to dare to deal with the problems of life and life naturally without feeling pressured, then proactively and creatively seek and find solutions to overcome them. Another notion is "Life Skills are the skills that a person possesses in living his life and life in his status as an individual being in the natural context". (Rudiyanto, R., 2003: 12) According to Satori, life skills are not solely vocational jobs, but they must have their basic functional support capabilities such as reading, writing, calculating, formulating and solving problems, managing resources, working in teams or groups, continuing to learn at work, using technology and so on. (Satori, D., 2002: 5)

Based on the above opinion, everyone is considered urgent to have life skill (life skill), so this paper would like to study about the importance of life skill learning in Fiqh subjects in madrasah, considering that the jurisprudence subject has loads of life skill and expected skills -the skill can be internalized to all madrasah students starting from madrasah ibtidaiyah level up to madrasah Aliyah.

RESEARCH METHODS

This research is descriptive qualitative, and to solve the problems in this study, the authors use the approach paedagogis. The method used in this research is descriptive analysis method. The method is intended to initiate research done by identifying writings that are loaded with life skill theory and jurisprudence courses in madrasah. This research data is divided into two namely primary data and secondary data. Primary data in this study is data obtained by tracing studies that contain research focus such as research results about life skills and subjects fiqh in madrasah. While the secondary data comes from documentation, books and journals that support this research.

Based on the author's observation, there are some writings that can provide inspiration to the writer to present this article to reveal how important learning life skill



in the jurisprudence in madrasa. The writing is generally in the form of dissertation and thesis as follows:

As in Anwar Dissertation (2004) on Life Skills Education: Concepts and Applications, explains that educational institutions are mushrooming, but the fact that there are still many graduates of educational institutions that are less able to face the demands and challenges of life. The reason is because they graduate school without having the provision of productive life skills. Exactly when this article is used as a reference, because it reveals the national education condition in facing globalization era, the meaning of learning skill, human resource quality improvement through the actualization of Broad Based Education system, the nature of life skill, life skill concept in formal education and Community College to face life's challenges.

Mohamad Farid Ma'ruf (2005) in his thesis entitled "Implementation of Life Skill Program at MAN Yogyakarta III", said that the implementation of Life Skill program can be applied to all types and levels of school education as an effort to improve the quality of education. School is an appropriate tool for the transformation of science and experience because the learning process that takes place is continuous, tiered and sustainable, so it is appropriate if the school is used as a place to get supplies, not the final destination.

Similarly, the authors reviewed research journals as well as on "Competency Based Curriculum Contextual Approach and Life Skills" by R. Riyanto (2002) whose emphasis is on the implementation of environmental education, where aspects of Life Skills can be integrated with subjects or subject matter discussion.

Slameto (2002) in his research entitled "Life Skills Education as a Basic Concept", says that life skills education is the education of the abilities, abilities, and skills that a person needs to live. The purpose of Life Skills education is to prepare learners to be able, capable, and skilled at survival, and future development.

From the research and studies conducted by the experts mentioned above, the authors have not seen any specific research and study of life skill learning in Fiqh subjects in Madrasah. This study is expected to be presented a thinking about life skill learning in the subject of Fiqh comprehensively.

RESULTS

Life Skill Aspects

Life skill refers to the variety of abilities a person needs to travel successfully, happily and with dignity in society. Life skill is an effective communication skill, ability to develop cooperation, perform role as responsible citizen, have ability and readiness to work, and have character and ethics to work in the world (Anwar, 2004: 20-21).

Many opinions and literature that suggests that the notion of life skills is not just a skill to work (vocational) but has a broader meaning. WHO (1997) defines life skills as a skill or ability to adapt and behave positively, enabling one to be able to face more demands and challenges in life more effectively. Life skills include five types, namely:



(1) self-knowledge; (2) thinking skills; (3) social skills; (4) academic proficiency; and (5) vocational skills. (Depdiknas RI, 2004: 4)

Barrie Hopson and Scally (1981) argue that life skills are self-sustaining, growing, and developing, having the ability to communicate and connect both individually, in groups and through systems in the face of certain situations. While Brolin (1989) defines more simply that life skills are interactions of various knowledge and skills so that one is able to live independently. The definition of Life Skills is not solely a vocational job, but also has the functional support of functional skills such as: reading, writing, and arithmetic, formulating and solving problems, managing resources, working in groups, and using technology (Menag RI, 2004: 4)

From the above understanding, it can be interpreted that life skill education is the skills that can practically equip the learners in overcoming various problems of life and life. Skills are related to aspects of knowledge, attitudes which include physical and mental, and vocational skills related to the moral development of learners so as to be able to face the demands and challenges of life in life. Life skills education can be done through intra activities and extracurricular to develop the potential of learners according to the characteristics, emotional, and spiritual in the prospect of self-development, whose material is unified on a number of subjects. The determination of the contents and materials of life skills lessons is related to the circumstances and needs of the environment so that learners recognize and have a stock in life in the future. The content and learning materials are integrated into integrated subjects so that the structure is not independent.

Broadly speaking, life skill is divided into two, namely: (1) Generic Life Skills, which includes personal life skills such as skills in understanding or self-knowledge self-awareness skill and thinking skill, and social life skill skills, such as communication skills skills and collaboration skills skills, and (2) specific life skills, facing certain occupations or circumstances, including academic skills or intellectual skills, and vocational skills (MoNE, 2004: 4).

While the Ministry of National Education divides the life skills divide four types, namely:

- a. Personal skills;
- b. Social skills;
- c. Academic skills (academic skills);
- d. Vocational skills (Anwar, 2004: 28).

The following authors will describe each of these Life Skills.

- a. Self awareness, which includes awareness as a servant of God, social beings and environmental creatures, and realizes and appreciates the advantages and disadvantages (self potential), as well as trying to develop it as capital in improving itself;
- b. Thinking Skill, which includes the ability to dig and find information, process information and make decisions smartly, and the skills to solve problems wisely and creatively;



- c. Social skills or interpersonal skills, which include communication skills and proficiency in cooperation. Communication skills include the ability to listen, speak, read and write opinion/idea skills. While the skills of cooperation (collaboration skill) includes the ability as a fun companion and the ability as a sympathetic leader (Depdiknas RI, 2004: 20-21).
- d. Academic skills are the development of rational thinking skills. Academic skills also lead to academic activities/keilmuan. Kecakapan akademik mencakup antara lain kecakapan dalam melakukan indentifikasi variabel dan hubungannya pada suatu fenomena tertentu (*indentifying variables and deseribing relationship among thun*), merumuskan hipotesis terhadap suatu rangkaian kajadian (*constructing hypothesis*), serta merancang dan melaksanakan penelitian untuk pendidikan sesuatu gagasan atau keingintahuan (*designing and implementing a research*);
- e. Kecakapan vokasional (*vocational skill*) atau kecakapan kejuruan merupakan kecakapan yang dikaitkan dengan bidang pekerjaan tertentu yang terdapat di masyarakat. Kesemuanya tersebut menyatu menjadi sebuah tindakan individu yang melibatkan aspek fisik, mental, emosional dan intelektual (Anwar, 2004: 30-31).

Characteristics of Fiqh Material.

In order to improve the quality of madrasah education, it is necessary to develop and improve the curriculum that integrates community-based education (Broad Based Education) and is oriented to life skills.

On the basis that it can be understood that the curriculum Fiqh Madrasah nationally oriented on providing life skills education on learners are characterized by the characteristics, as follows:

- a. More emphasis on attainment of target competencies (attainment targets) than on material mastery;
- b. More accommodating the diversity of educational needs and resources available;
- c. Provide wider freedom to education executors in the field to develop and implement learning programs as needed (BSNP, 2007: 139).

The integration of life skills education in the Fiqh curriculum here is not to embed a number of life skills as a new element, but to make those skills the underlying competence and direct the development of the curriculum. Its application to madrasah as a public school characteristic of Islam has the specificity of ideological-normative foundation of Islam. Specificities include:

- a. Provide a special portion and make spiritual prowess as a separate part in the development of personal skills.
- b. Making values and norms of Islamic teachings as the basis that gives color to all aspects of life skills developed.
- c. To realize the first and second peculiarities developed an Islamic school culture. The application of life skills education is within the framework of madrasah based management (School Based Management), under the direct control of the madrasah



head, was developed in conjunction with the associated stakeholders. With the education of madrasah especially in curriculum Fiqh have a very dynamic role in developing themselves to produce the generation needed for the prosperity of the nation.

Life skill forms in Fiqh Subject

The subject of Fiqh in Madrasah Curriculum is one of the subjects of Islamic Religious Education which is directed to prepare learners to know, understand, live and practice Islamic law which then becomes the basis of way of life through the guidance, teaching, practice and habituation.

The subjects of Fiqh in Madrasah generally include: Fiqh of Worship, Fiqh Muamalah, Fiqh Jinayat and Fiqh Siyasah which illustrates that the scope of Fiqh includes the manifestation of harmony, harmony, and balance of human relationship with Allah SWT, with self, fellow human beings, other creatures, as well as its environment (*hablun min Allāh wa hablun min al-nās*).

Based on the scope of discussion of fiqh, then the basic abilities that exist in the subjects of Fiqh in Madrasah are as follows:

- a. Fiqh Worship
 - 1) Undertake taharah/holiness.
 - 2) Performing obligatory prayers.
 - 3) Praying congregation.
 - 4) Understanding the prayers of jama 'salat qashar and salat jama' qashar
 - 5) Understanding emergency prayer procedures.
 - 6) Performing the janazah prayer.
 - 7) Doing various kinds of salat sunna.
 - 8) Doing various kinds of prostration.
 - 9) Doing zikir and prayer.
 - 10) Spent treasures outside of zakat.
 - 11) Understanding the Hajj and Umrah.
 - 12) Understanding Islamic law on food and drink.
 - 13) Understanding the terms aqiqah and qurban.
 - 14) Performing the janazah prayer.
- b. Fiqh Muamalah
 - 1) Understanding the various muamalah.
 - 2) Understanding muamalah outside buying and selling.
 - 3) Implement obligations to the sick, the corpse and the grave pilgrimage.
 - 4) Doing association of adolescent according to syariat Islam.
- c. Fiqh Jinayat, which includes the ability to understand jinayat, hudud and sanctions.
- d. Fiqh Siyasah
 - 1) Obey the laws of the state and Islamic law.
 - 2) Understanding leadership in Islam.
 - 3) Maintain, cultivate environment and social welfare (BSNP, 2007: 141-144).



These basic skills, in order to be truly mastered by learners and can be a view of his life, then in learning needs to be integrated with the values of life skill (Life Skills).

Broadly speaking life skills can be grouped into two, namely: general life skills (general life skills) and life skills that are specific (specific life skills). The general life skills include:

- a. Personal skills, which include: (a) self-awareness as a spiritual skill, which includes: the belief in God as the creator of himself and his environment, the obedience of worship and piety that is the consistent attitude in running the Islamic Shari'a; (b) awareness of self potential; and (c) rational thinking skills, which include: the ability to dig and find information, information processing skills and intelligent decision making and problem-solving skills wisely and creatively.
- b. Social skills, which include logical and systematic communication skills and cooperative skills.

While life skills that are specific (specific life skills) include: academic skills/ ability to think scientific and vocational skill. Life skill learning in jurisprudence study in madrasah seems to be categorized into general life skills skills.

DISCUSSION

Islamic teachings are teachings brought by the Messenger of Allah. contains a variety of aspects, including education. In essence Islam puts the early educational activities of the mission of the Messenger of Allah. in his treatise, as it is known that the first verse revealed by Allah is iqra 'which means to read.

In human life, education is fundamental and needs to get attention, because education is a serious effort to preserve certain living values in the personal, family and community. Education can also be a medium to defend a person's or group's beliefs from the interference of others. Therefore, not infrequently the study of education is preceded by an in-depth study of the concept, grounded ground, and the direction to be achieved from the educational activities. Education is also a quick and appropriate step to empower and improve people's life skills.

Islamic Religious Education specifically in this subject Fiqhi subject is a subject that is loaded with life skills learning. These skills are needed learners in implementing the teachings of Islam correctly. Learning life skill in the subjects of fiqih becomes absolute and in the delivery should use life skills learning techniques.

CONCLUSION

From the above explanation we can conclude the following:

1. Life skill is the ability to communicate effectively, the ability to develop cooperation, carry out the role of responsible citizens, have the skills and readiness to work, and have the character and ethics to plunge into the world of work. Life skill includes 4 aspects; four types, namely: Personal Skill (Personal Skill), Social Skill (social skill); Academic skills (academic skills); and vocational skills (vocational skills)



2. In order to improve the quality of madrasah education, it is necessary to develop and improve the curriculum that integrates community-based education (Broad Based Education) and is oriented to life skills. The integration of life skills education in the Fiqh curriculum makes these skills as the underlying competence and direct the development of the curriculum.
3. Fiqh Subjects in Madrasah Curriculum is one part of Islamic Education subject which is geared to prepare learners to know, understand, live and practice Islamic law which then become the basis of way of life through the guidance, teaching, exercise usage, practice and habituation. The subjects of Fiqh in Madrasah generally include: Fiqh of Worship, Fiqh Muamalah, Fiqh Jinayat and Fiqh Siyasah which illustrates that the scope of Fiqh includes the manifestation of harmony, harmony, and balance of human relationship with Allah SWT, with self, fellow human beings, other creatures, as well as its environment (hablun min Allāh wa hablun min al-nās).

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