



## Life Skills Education Management in Special Schools

Syamsudin<sup>1\*</sup>, Arisman<sup>2</sup>, Citra Aulia Uzliwa<sup>3</sup>, Yenik Wahyuningsih<sup>4</sup>, Lamya Hayatina<sup>5</sup>

<sup>1</sup>STAI Publisistik Thawalib Jakarta, Indonesia; e-mai: [alya.syams@gmail.com](mailto:alya.syams@gmail.com)

<sup>2</sup>STAI Publisistik Thawalib Jakarta, Indonesia; e-mail: [arisman012@gmail.com](mailto:arisman012@gmail.com)

<sup>3</sup>STAI Publisistik Thawalib Jakarta, Indonesia; e-mai: [citr4206@gmail.com](mailto:citr4206@gmail.com)

<sup>4</sup>STAI Publisistik Thawalib Jakarta, Indonesia; e-mail: [yenikwahyuningsih@gmail.com](mailto:yenikwahyuningsih@gmail.com)

<sup>5</sup>STAI fatahillah Serpong, Indonesia; e-mail: [hayatinalamya@gmail.com](mailto:hayatinalamya@gmail.com)

\* Corresponding Author: [alya.syams@gmail.com](mailto:alya.syams@gmail.com)

**Abstract.** This study aims to examine how life skills education management is implemented at Karya Insani Special School, identify the obstacles encountered in its implementation, and explore solutions to enhance its effectiveness. The research employs a qualitative approach, focusing on Karya Insani Special School in Tangerang Regency as the research site. Data were collected through observation, interviews, and documentation. Observations were conducted to identify unique and noteworthy phenomena that could serve as the focus of the study. The findings indicate that the implementation of life skills education management at Karya Insani Special School is reflected in the development of high-quality students. This is achieved through effective and efficient steps in managing, organizing, designing, and empowering existing potentials to fulfill responsibilities, guided by the core functions of management: planning, organizing, actuating, controlling, and evaluating. Furthermore, the application of life skills education management at the school enhances student satisfaction through the development of strategic work plans aimed at improving students' skills, effective administrative management, and fostering students' motivation to learn life skills. The ultimate goal is to prepare students to adapt to society and pursue livelihoods in accordance with their individual potentials.

**Keywords:** Early Childhood; Educational Management Functions; Life Skills Education; Management; Special school.

### 1. INTRODUCTION

Special Needs Education (SNE) encompasses all children who experience learning difficulties, whether temporary or permanent. Temporary difficulties may result from external factors such as poverty, trauma, or social problems that reduce learning capacity. In contrast, permanent difficulties are associated with disabilities such as visual, auditory, cognitive, motor, or social interaction impairments (Kurniadi, 2012). Through Government Regulation No. 17 of 2010, the government mandates that special education can be provided at all educational levels, either through dedicated special education institutions or integrated within mainstream schools. Karya Insani Special School in Tangerang Regency serves students with permanent disabilities, such as the visually impaired, hearing impaired, and intellectually disabled. Class assignments are based on the students' specific needs to ensure effective learning. This system aims to provide targeted educational services and support students in achieving independence according to their individual capabilities.

Karya Insani Special School implements a skills-based learning concept, consisting of 40% theory and 60% practice. This approach aims to equip students with functional abilities to become independent after graduation and reduce unemployment. Despite relatively low societal interest in special schools, student enrollment has grown from 8 to 42. However, some students

continue to focus on a single skill despite opportunities to explore other areas. General educational challenges, such as high unemployment and insufficient readiness for the workforce, also affect students with special needs. Therefore, parents and the community need a proper understanding of the importance of special education and its role in developing students' potential to enable them to function optimally in daily life.

Life skills education (LSE) is a crucial component of learning in special schools. According to Arifin (2012), life skills enable individuals to face life's challenges effectively and proactively find solutions. Functional education should combine generic skills including personal and social competencies with specific skills such as academic and vocational abilities (Depag RI, 2005). At Karya Insani Special School, students are trained in diverse skills, including automotive work, cosmetology, handicrafts, arts, agriculture, fisheries, cooking, and cleaning services. These skills are designed to allow students to work or create independent business opportunities, such as making gift packages, sewing, cleaning vehicles, or producing snacks. By implementing comprehensive life skills education, students are expected to maintain independent livelihoods, improve personal quality, and actively participate in social life despite permanent disabilities.

Life Skills Education (LSE) develops students' mental, emotional, cognitive, and behavioral capabilities to face everyday challenges and become productive individuals (Hvalby et al., 2024; Biswas et al., 2022; Arunkumar, 2023). LSE is particularly important for adolescents, as it enhances psychosocial well-being, self-confidence, stress management, and adaptability in various social contexts. This education emphasizes not only technical skill mastery but also emotional and social aspects that support holistic development. LSE has been integrated across educational levels, from compulsory education to secondary schools, including specialized programs for students with special needs (Razali et al., 2024). Although LSE programs are proven to enhance life skills, their effectiveness may decline over time, necessitating continuous updates, reinforcement, and monitoring to achieve optimal educational outcomes (Shahraki et al., 2024).

Management is a structured process encompassing planning, implementation, monitoring, evaluation, and control to achieve organizational goals effectively (Rohmat, 2014). In the educational context, management is essential for guiding programs to meet objectives, including time management that allows leaders and educators to systematically prioritize tasks. Covey (Aprinto & Fonny, 2012) distinguishes between urgent and important activities, with important activities aligning with long-term goals, life balance, and professional development. Applying management in life skills education can shape students' character, social, and

emotional competencies relevant to inclusive schools (Abdurahman et al., 2024). Moreover, management involving the community supports the development of life skills and adaptive learning readiness (Aditya, 2024; Sridadi, 2023). Appropriate classroom management approaches enhance student motivation and participation, fostering social, emotional, and academic development (Uzliva & Fadilah, 2023). The professionalism of school principals in decision-making also creates a conducive environment for developing students' life skills (Rosyadi et al., 2023).

Research on life skills education management in special schools remains limited, particularly regarding how skill programs are effectively managed to support the independence of students with special needs after graduation. This gap is evident in the lack of studies analyzing the management process from planning and implementation to evaluation in special schools like Karya Insani. The novelty of this study lies in its focus not only on evaluating the existence of skill programs but also on examining management obstacles and solutions that can enhance the effectiveness of life skills development. The study aims to describe life skills education management, identify challenges faced, and formulate appropriate solutions for system improvement. The expected impact of this research is to provide theoretical contributions to the development of educational management knowledge, as well as practical benefits for schools, parents, students, and readers in understanding the importance of effective life skills education management at Karya Insani Special School.

## **2. RESEARCH METHOD**

This study employs a descriptive qualitative approach aimed at portraying life skills education management as it naturally occurs at Karya Insani Special School. The qualitative approach was chosen because it allows the researcher to gain an in-depth understanding of the meaning, processes, and dynamics of skill management through interpretation of observed phenomena. The researcher serves as the primary instrument for collecting data in the field through direct interaction with subjects, situational observation, and understanding of the school's social context.

The data sources include the primary subject, the Principal, and supporting informants, consisting of the vice principal for curriculum, teachers, and selected students. Data collection was conducted using three main techniques: observation, interviews, and documentation. Observations were conducted both as a participant and non-participant to understand the learning processes and interactions within the school environment. Interviews were conducted in both structured and unstructured formats to gather in-depth information regarding the

implementation of life skills education management. Documentation techniques were employed to obtain written records, photographs, recordings, and relevant school archives.

Data analysis was carried out from the beginning of the study using the Miles & Huberman model, which includes data reduction, data display, and conclusion drawing/verification. These processes were conducted cyclically and repeatedly until the researcher identified patterns and meaningful interpretations. To ensure data validity, the study applied triangulation, including source triangulation, method triangulation, and investigator triangulation. This triangulation ensures that the data collected are valid, consistent, and credible.

### **3. RESULTS AND DISCUSSION**

#### **Life Skills Education Planning at Karya Insani Special School**

The planning of life skills education at Karya Insani Special School is conducted collaboratively through meetings involving the principal, vice principal, subject teachers, and class teachers. This planning focuses on achieving three aspects of student independence: personal, social, and economic. The school designs skills programs by integrating them into the Arts, Culture, and Skills curriculum, and further develops them through practical activities such as hairdressing, culinary arts, agriculture, gift packaging, and cleaning services. In addition, the school conducts assessments of students' talents and interests to ensure homogeneous class placement, allowing students to optimally develop their competencies. Collaboration with specialized training institutions also forms an important part of the planning process to strengthen both teacher and student competencies. With a learning composition of 60% practical and 40% theoretical, this planning aims to produce graduates who are better prepared to face societal challenges.

Each skills area at Karya Insani Special School has a detailed learning implementation plan tailored to the specific competencies. In hairdressing, educators prepare modules outlining the steps of instruction, demonstrate techniques such as creambath, massage, hair straightening, curling, and makeup, and ensure students understand the process from equipment checks to final styling. In agriculture, planning includes stages such as land clearing, plowing, and fertilization before students learn to cultivate crops such as long beans, eggplant, and chili. Teachers emphasize the importance of proper fertilization and transplanting to achieve optimal yields. In culinary arts, planning begins with theoretical instruction on ingredients and mixing techniques before students practice creating products such as klepon. This theory-practice approach helps students understand processes systematically, resulting in better skill outcomes.

In gift packaging, planning involves preparing materials, tools, and detailed work steps. Teachers demonstrate how to create various gift designs from towels and undergarments, such as squid or fish shapes, using scissors, thread, glue, baskets, and decorative accessories. Students follow the steps from folding, rolling, securing with needles, to adding decorations. This skill not only trains students' precision but also fosters creativity in transforming simple materials into marketable products. Overall, the study indicates that systematically planned skills programs, supported by external collaboration, enhance students' readiness to face real-world challenges. These skills programs provide essential preparation for Karya Insani Special School students to achieve economic and social independence after completing their education.

### **Implementation of Life Skills Education at Karya Insani Special School**

The implementation of life skills education faces various challenges, including issues related to definition, execution, and adaptation to local culture and context (Nadaf et al., 2024). Life skills definitions are often ambiguous, making consistent application across subjects and cultural environments difficult. In addition, limited formal training for teachers and insufficient stakeholder involvement are major obstacles to program effectiveness (Lakshmana et al., 2020; Razali et al., 2024). Resource constraints for traditional programs also hinder the widespread dissemination of LSE (Haug et al., 2018). Innovative solutions, such as mobile-based LSE programs, have shown promising early results in risk behavior prevention and cost-effective, scalable life skills development (Haug et al., 2021). Therefore, adapting programs to local contexts and leveraging technology are essential strategies to ensure effective implementation of life skills education across diverse settings.

At Karya Insani Special School, the implementation of life skills education is conducted based on class assignments determined through assessments of students' talents and interests. Classes are led by subject teachers in coordination with class teachers, who act as guides to ensure students attend skill classes aligned with the mapping results. The implementation process follows the program plan previously developed by the principal, vice principal, and teaching team, ensuring activities run in sequence and align with initial objectives. Foundational motor skills are taught first, serving as a basis for intermediate skill development. Each activity is designed to allow students to practice directly, interact with tools, and develop independence in line with the school's targets. These activities are conducted consistently according to the predetermined schedule, ensuring that life skills education is implemented in a structured and well-monitored manner.

The execution of skills follows the technical steps outlined in the modules and learning plans. In hairdressing, students follow a sequential procedure starting from hair washing, applying conditioner, drying, cream application, steaming, hair tonic use, blow-drying, and final styling. Teachers emphasize polite communication with clients to instill service ethics. In agriculture, activities occur three times per week, including plowing, fertilizing, watering, and planting spinach seeds. Students are also trained in subsequent care such as watering and thinning. Culinary arts classes are divided into theory sessions on Tuesdays and practical sessions on Wednesdays. Students practice making klepon, from mixing ingredients, forming the dough, boiling, steaming coconut, to packaging and selling the product. Each process is conducted step by step to ensure comprehensive skill mastery.

In gift packaging, implementation is carried out through direct teacher demonstrations followed by step-by-step student practice. Students learn to create gift forms such as squid or fish using towels and undergarments, along with tools and decorative accessories. Teachers guide students through folding, rolling, securing shapes with needles, and adding decorative elements to achieve an appealing final product. Skill execution is adapted to individual students' abilities without coercion, maintaining an enjoyable and stress-free learning environment. Some students show greater interest in specific areas such as cleaning or sales, and teachers provide flexibility for students to choose according to their strengths. Culinary arts and gift packaging are also oriented toward basic entrepreneurship, involving production, packaging, and selling products to teachers or parents. Overall, skill implementation at the school is flexible yet structured, with the ultimate goal of achieving student independence within one semester.

### **Supervision of Life Skills Education at Karya Insani Special School**

The supervision of life skills education at Karya Insani Special School is conducted in multiple layers through the school's organizational structure. The principal serves as the primary responsible party, exercising direct control over each skills unit to ensure implementation aligns with the plan. This supervision is supported by the vice principals in charge of curriculum and student affairs, who monitor the alignment of instruction with the curriculum and observe student conditions during activities. Additionally, each skills unit coordinator is mandated to oversee the learning process technically and ensure the readiness of facilities, materials, and the work steps of both teachers and students. This structured supervision system aims to maintain program continuity, ensuring life skills education runs consistently, orderly, and in alignment with the school's targets for student independence. With clear task assignments, supervision can be conducted comprehensively and effectively.

At the implementation level, supervision is carried out intensively by subject teachers for each skills area. In hairdressing, educators provide direct guidance throughout the creambath process to ensure that each step is understood and followed by students, with special attention given to those who struggle with the sequence. Class teachers also monitor individual student progress to evaluate comprehension comprehensively. In agriculture, teachers supervise each stage from soil preparation, plowing, fertilization, planting, to harvesting, correcting technical errors immediately to allow students to learn through hands-on practice. This direct supervision helps students understand work processes correctly while ensuring that all skills activities meet operational standards.

In culinary arts, supervision involves teachers practicing alongside students, as most students are initially unable to work independently. Intensive guidance is provided during the first three practice sessions, after which students are gradually allowed to work independently according to their abilities. Teachers monitor every step, from material preparation, mixing, dough shaping, processing, to packaging and sales. In gift packaging, supervision is conducted through close observation and individual guidance. Teachers check each step of creating gift forms, ensuring students understand folding techniques, accessory placement, and the neatness of the final product. Teachers also circulate to assist students facing difficulties. Overall, supervision across all skills units employs a direct, individualized, and responsive approach to maximize learning and ensure students achieve the semester's skill targets.

Life skills instruction should be practical and actively involve students through experiential learning, such as inquiry-based learning and discussion (Gupta, 2023; Bhadra, 2018). This approach increases student engagement and facilitates the application of skills in real-life situations. Comprehensive teacher training and ongoing support are essential for effective LSE implementation (Pradeep et al., 2018). Early integration of life skills, program continuity, and relevance to community needs are key factors in developing independent, adaptive, and socially contributing youth. Therefore, LSE program management must consider resource availability, teaching strategies, contextual adaptation, and periodic evaluation to achieve optimal and sustainable outcomes.

### **Evaluation of Life Skills Education at Karya Insani Special School**

The evaluation of life skills education at Karya Insani Special School is conducted in a structured manner each semester by all school components, including the principal, vice principals, subject teachers, and class teachers. The evaluation aims to measure the extent to which students have mastered the skills taught over the semester, including the success rate and quality of products produced. This process not only assesses the final outcomes but also

examines the learning process, challenges encountered, and achievement of skill targets. Furthermore, evaluation is used to identify students' talents, particularly for those with potential to participate in competitions or who are projected to excel in specific areas. By conducting evaluations every six months, the school can address learning deficiencies and improve the quality of skills implementation compared to previous semesters.

In the hairdressing skills unit, evaluation involves having students perform tasks independently without teacher assistance to determine their mastery of steps such as creambath, hair straightening, or makeup application. Teachers assess the accuracy of techniques, neatness, and students' ability to follow procedural sequences. In agriculture, evaluation is conducted through both theory and practical tests, including students' ability to prepare soil, plant, care for crops, and harvest independently. In culinary arts, evaluation is more flexible, taking into account students' moods, menu selection abilities, and creativity in utilizing produce from the school garden. Teachers observe students' mastery of cooking processes, from ingredient preparation and sautéing techniques to preparing simple daily dishes such as stir-fried vegetables.

In the gift packaging unit, evaluation is based on students' ability to follow the teacher's instructions step by step. Students who can create neat, creative, and accurate gift forms receive high marks and rewards as a form of appreciation. Overall, evaluation in all skills units requires students to perform tasks from start to finish without guidance, allowing teachers to assess the level of independence, precision, and competency achieved. This evaluation model enables teachers to determine the extent to which materials and practices have been understood and can be applied by students. The results of these evaluations then form the basis for improving teaching strategies in the following semester, ensuring students' skills continue to develop and align with the school's independence goals.

Evaluation in education encompasses strategies, methods, and challenges in meeting students' learning needs, including those of students with disabilities, by assessing the effectiveness of learning and adapting curricula in inclusive schools (Sunandar & Baidowi, 2023). It also involves the management of resources, staff, and school programs to enhance educational quality through monitoring systems that assess both academic and non-academic activities (Baidowi, 2020). Additionally, evaluation is conducted through academic and managerial supervision of teachers, assessing performance, teaching, and efforts to improve educational quality at all levels, thereby supporting the development of an inclusive and adaptive learning environment for all students (Baidowi & Syamsudin, 2022).

## Challenges and Solutions in Managing Life Skills Education at Karya Insani Special School

**Table 1.** Challenges and Solutions.

No	Problem / Challenge	Solution
1	Students with special needs exhibit rapid behavioral changes, unstable emotions, and diverse characteristics, making it difficult to adapt learning.	Conduct repeated assessments (three times: school entry, middle school entry, high school entry) to align talents and interests with student abilities.
2	Students easily become bored, fatigued, and experience mood fluctuations, affecting the continuity of skill learning.	Teachers follow students' pace, provide motivation, use personalized approaches, and give rewards as positive reinforcement.
3	Communication difficulties, particularly for deaf students, due to teachers not being fully proficient in sign language.	Involve class teachers as communication assistants and use written media to clarify instructions.
4	Students often forget theoretical material despite quickly acquiring practical skills in certain areas.	Repeat material gradually, provide direct examples, and emphasize practice as the main reinforcement of learning.
5	In agricultural skills, students tire easily because activities are conducted outdoors and require physical effort.	Organize activities efficiently, utilizing limited land to complete tasks faster and reduce student fatigue.
6	Students frequently miss school, requiring repeated practice sessions due to inconsistent attendance.	Allow repeated practice opportunities and adjust the learning pace according to student attendance.
7	In gift packaging skills, students struggle to follow instructions when explained verbally.	Use written and visual instructions to facilitate understanding and step-by-step execution.
8	Students easily lose interest during lessons and may want to leave when their mood drops.	Apply a persuasive approach, create a comfortable learning environment, and build emotional rapport with students.
9	Difficulty identifying appropriate talents and interests due to students' diverse conditions and family backgrounds.	Conduct thorough and repeated assessments to better map students' abilities according to their true potential.

Students with special needs face diverse challenges in life skills education, including rapid behavioral changes, mood instability, communication difficulties, inconsistent attendance, and fatigue during practical activities. They may forget theoretical content or struggle to follow verbal instructions, and their varied backgrounds complicate talent identification. Solutions implemented at Karya Insani Special School include repeated assessments to align learning with abilities, personalized motivation and rewards, teacher-assisted communication, gradual review of theory, efficient activity planning, flexible practice schedules, and the use of written or visual instructions. Creating a supportive environment and building emotional rapport further sustain engagement and skill development.

#### 4. CONCLUSION

The management of life skills education at Karya Insani Special School has been running quite effectively through the stages of planning, implementation, supervision, and evaluation, despite the fact that the school principal is not always present on campus. All processes continue to be carried out successfully due to adequate human resources, including both teachers and students, ensuring that activities proceed as intended. However, there are some shortcomings in the aspect of delegation, namely a direct coordination flow from the principal to the skills teachers without going through the class teachers, which sometimes causes confusion in understanding the learning plan. Additionally, the implementation is not always optimal due to factors such as irregular student attendance, fatigue, sensitivity, and the presence of damaged facilities and infrastructure. Supervision and evaluation are conducted by the skills teachers of each unit, but they still require more intensive coordination to achieve optimal results. The solutions applied include creating a comfortable classroom atmosphere, involving class teachers to help manage students, maximizing the use of available equipment, and fostering polite and positive communication along with rewards to enhance the learning experience. Theoretically, the implementation of life skills management according to standard operating procedures strengthens the school's contribution in producing graduates who are independent personally, socially, and economically, while also shifting societal perceptions regarding the capabilities of students with special needs. Recommendations include a comprehensive review of management practices, patience in addressing students' diverse characteristics, and the provision of adequate and functional facilities to ensure optimal learning outcomes.

#### REFERENCES

- Abdurahman, A., Rahman, D., & Badrudin, B. (2024). Manajemen pengembangan karakter pada lembaga pendidikan Islam: Character development management in Islamic education institutions. *Thawalib: Jurnal Kependidikan Islam*, 5(1), 133–146. <https://doi.org/10.54150/thawalib.v5i1.332>
- Aditya, V. D. (2024). Manajemen dan partisipasi masyarakat pada pengelolaan kurikulum dalam meningkatkan mutu pembelajaran: Management and community participation in curriculum management in improving the quality of learning. *Thawalib: Jurnal Kependidikan Islam*, 5(1), 119–132. <https://doi.org/10.54150/thawalib.v5i1.296>
- Aprinto, B., & Arisandy, F. (2012). *Soft skills*. PPM.
- Arifin, Z. (2012). *Konsep dan model pengembangan kurikulum*. PT Remaja Rosdakarya.

- Arunkumar, A. (2023). The significance of imparting life skills education. In *Life skills in contemporary education systems: Exploring dimensions* (pp. 35–49). Nova Science Publishers, Inc.
- Baidowi, A. (2020). Manajemen sekolah dalam meningkatkan mutu. *Management of Education: Jurnal Manajemen Pendidikan Islam*, 6(2), 76–86. <https://doi.org/10.18592/moe.v6i2.5560>
- Baidowi, A., & Syamsudin, S. (2022). Strategi supervisi pendidikan di sekolah. *Alim*, 4(1), 27–38.
- Bhadra, S. (2018). Life skills education (LSE) in a volatile context for promotion of peace and harmony: A model from Gujarat, India. In *Positive schooling and child development: International perspectives* (pp. 205–232). Springer Singapore. [https://doi.org/10.1007/978-981-13-0077-6\\_11](https://doi.org/10.1007/978-981-13-0077-6_11)
- Biswas, R., Nayak, M. G., & Latha, T. (2022). Assess life skills, self-esteem, and self-reported lifestyle practices among adolescents: A descriptive correlational study. *Online Journal of Health and Allied Sciences*, 21(2), 15.
- Departemen Agama Republik Indonesia. (2015). *Pedoman integrasi kecakapan hidup (life skills) dalam pembelajaran*. Direktorat Jenderal Kelembagaan Agama Islam.
- Gupta, P. (2023). *Life skills in contemporary education systems: Exploring dimensions*. Nova Science Publishers, Inc. <https://doi.org/10.52305/YSSF6777>
- Haug, S., Castro, R. P., Wenger, A., & Schaub, M. P. (2021). A mobile phone-based life-skills training program for substance use prevention among adolescents: Cluster-randomized controlled trial. *JMIR mHealth and uHealth*, 9(7), e26951. <https://doi.org/10.2196/26951>
- Haug, S., Paz Castro, R., Wenger, A., & Schaub, M. P. (2018). Efficacy of a mobile phone-based life-skills training program for substance use prevention among adolescents: Study protocol of a cluster-randomised controlled trial. *BMC Public Health*, 18(1), 1102. <https://doi.org/10.1186/s12889-018-5969-5>
- Hvalby, L., Gulbrandsen, A., & Fandrem, H. (2024). Life skills in compulsory education: A systematic scoping review. *Education Sciences*, 14(10), 1112. <https://doi.org/10.3390/educsci14101112>
- Kurniadi, D. (2012). *Pengembangan model pelatihan kecakapan hidup dalam peningkatan kemandirian anak tunalaras*. Universitas Pendidikan Indonesia.
- Lakshmana, G., Gayathri, V., & Channaveer, R. M. (2020). Effectiveness of life skills education programme on disadvantaged adolescents. *Indian Journal of Social Work*, 81(1), 17–32. <https://doi.org/10.32444/IJSW.2020.81.1.17-32>

- Nadaf, Z. A., Mrabet, J., Nazir, U., Bashir, S., Behera, S. K., & Sharma, R. (2024). Role of core life skills in mitigating academic stress among students with learning disabilities. *Journal of Ecohumanism*, 3(7), 22–33. <https://doi.org/10.62754/joe.v3i7.4455>
- Pemerintah Republik Indonesia. (2010). *Peraturan Pemerintah Republik Indonesia Nomor 17 Tahun 2010 tentang pengelolaan dan penyelenggaraan pendidikan*. Depdiknas.
- Pradeep, B. S., Arvind, B. A., Ramaiah, S., Shahane, S., Garady, L., Arelingaiah, M., Gururaj, G., & Yekkaru, G. S. (2019). Quality of a life skills training program in Karnataka, India: A quasi experimental study. *BMC Public Health*, 19(1), 489. <https://doi.org/10.1186/s12889-019-6836-8>
- Razali, M., Blegur, J., Ma'mun, A., Berliana, I., Mahendra, A., Juliantine, T., Lubis, A. E., Prasetyo, R., & Tlonaen, Z. A. (2024). Physical education teachers' experiences in promoting life skills using differentiated instruction. *Retos*, 57, 641–654. <https://doi.org/10.47197/retos.v57.106167>
- Razali, M., Mansur, M., Blegur, J., Berliana, I., Ilham, M., Alif, M. N., Sintiani, I., Souisa, M., Lubis, A. E., & Tlonaen, Z. A. (2024). Teaching life skills to students with disabilities in physical education: Publication trend in the last 51 years. *Retos*, 59, 881–891. <https://doi.org/10.47197/retos.v59.107669>
- Rohmat, M. (2014). *Manajemen pengembangan media pembelajaran: Aplikasi dalam pelajaran agama Islam*. Gerbang Media.
- Rosyadi, I., Widyaningsih, R. A., & Uzliwa, C. A. (2023). Perilaku profesionalisme kepala sekolah. *Thawalib: Jurnal Kependidikan Islam*, 4(1), 13–28. <https://doi.org/10.54150/thawalib.v4i1.186>
- Shahraki, B. M., Ahmadi, R., & Ghzanfari, A. (2024). Development and evaluation of a life skills training program for children: Its impact on the social adjustment of primary school students. *Sadra Medical Sciences Journal*, 12(2), 247–258. <https://doi.org/10.30476/smsj.2024.100720.1456>
- Sridadi, T. W. (2023). Manajemen penerimaan peserta didik baru dalam meningkatkan antusiasme masyarakat di kelompok bermain Nur Masithah Sampang. *Thawalib: Jurnal Kependidikan Islam*, 4(2), 73–82. <https://doi.org/10.54150/thawalib.v4i2.236>
- Sunandar, D., & Baidowi, A. (2023, August 10). Pendidikan Islam inklusif: Memahami kebutuhan siswa disabilitas. *Al Muntada*, 1(2), 73–84.
- Uzliwa, C. A., & Fadillah, A. (2023). Manajemen kelas dalam meningkatkan motivasi belajar siswa. *Thawalib: Jurnal Kependidikan Islam*, 4(2), 83–94. <https://doi.org/10.54150/thawalib.v4i2.235>