



## Family Life Education Model Based on Life Skills for Adolescents Affected by the Earthquake in Cianjur

Neni Rohaeni<sup>1\*</sup>, Yoyoh Jubaedah<sup>2</sup>, Mirna Purnama Ningsih<sup>3</sup>, Nenden Rani Rinekasari<sup>4</sup>,  
Shofa Fithriturrohmi Yusuf<sup>5</sup>, Rakhmat Yusuf<sup>6</sup>, Tiara Faza Aulia<sup>7</sup>

<sup>1,2,3,4,5,6,7</sup> Universitas Pendidikan Indonesia Bandung, Indonesia

\*Correspondence: E-mail: [nenirohaeni@upi.edu](mailto:nenirohaeni@upi.edu)

### ABSTRACT

The impact of the earthquake disaster causes adolescents to be more vulnerable to the threat of physical, emotional, and exploitation, including loss of the right to learn. Moreover, there is a phenomenon of early marriage due to this natural disaster. From these findings and assumptions, it is necessary to design a Life Skills-based Family Life Education model that can equip adolescents comprehensively, including academic skills, vocational skills, and generic skills that will have implications for increasing family resilience. This study aims to develop a Life skills-based Family Life Education model for Adolescents Affected by the Earthquake in Cianjur. The research approach used to answer the research problems that have been formulated in this study is Research and Development (R&D), which is carried out in three stages, namely: (1) Preliminary Study, (2) Model Development, and (3) Model Test (Model Validation). The results showed that the Life Skills-Based Family Life Education Model for Adolescents Affected by the Earthquake deserves to be implemented in providing family services in the community to help increase family resilience to achieve a prosperous and happy family.

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## 1. INTRODUCTION

Cianjur is a city in West Java that was worst affected by the November 21, 2022, earthquake. Based on the results of BMKG surveys and studies, the trigger for the Cianjur earthquake of magnitude 5.6 was caused by an active fault or Cugenang Fault. The Cugenang Fault crosses eight villages in Cugenang District, namely Ciherang Village, Ciputri Village, Cibeureum Village, Nyalindung Village, Mangunkerta Village, Sarampad Village, Benjot Village, Cibulakan Village, Cugenang District (Selamet, 2022). The Cianjur Education, Youth and Sports Office (Disparpora) recorded that as many as 142 school buildings were damaged by the 5.6 magnitude earthquake in Cianjur, West Java. The damaged schools consist of 121 elementary schools (SD) and 21 junior high schools (SMP) spread across three sub-districts, namely Cugenang, Cianjur, and Pacet (Tirto. id, 2022). This condition will affect the psychosocial state of students and teachers (Gasani, et. Al., 2019).

The impact of the earthquake disaster causes the condition of adolescents to be more vulnerable to the threat of physical, emotional, and exploitation violence, including loss of the right to learn. Mental health and psychosocial support, quality learning opportunities, and understanding of life skills are essential to strengthen adolescent resilience under challenging situations. Permata Sari (2023) explained that the condition of children and adolescents affected by the Earthquake still has inequality and limited opportunities to access various essential education services (Permana, et. Al., 2019).

Based on data from the Central Statistics Agency regarding the average length of schooling in 2021-2022, Cianjur Regency is the third lowest district in West Java, with RLS achievement still at 7.20, compared to the average of other communities in West Java, which reached 8.78 years. It can also be noted that children only attend junior high school for 1-1.5 years, which impacts the low achievement of the Human Development Index.

The low human development index will cause high unemployment in Indonesia, which has the potential to cause social insecurity, further increasing the crime rate. This situation happens because adolescents with limited skills make it difficult to be absorbed in the work environment. One of the efforts to overcome this problem is to design a life skills-based family life education model so adolescents can achieve a quality life. The life skills-based family life education model for adolescents affected by the Earthquake is designed to strengthen their survival in the difficult times they experience.

The concept of life skills is one of the analyses that focuses on developing educational curricula that emphasize life or work skills (Aisyah, 2022). Life skills are divided into two categories, namely basic life skills and instrumental life skills. Essential life skills are universal and applicable throughout the ages and all time and space. Essential life skills are continuous learning, reading, writing, and numeracy. Communication skills include oral, written, and display. Thinking skills include heart (faith), spiritual, feeling, and emotional skills. Ability to manage body health. Formulating desires and working to achieve them and group and social skills.

Instrumental life skills are relative and change according to time and space. Instrumental life skills include the ability to utilize technology, the ability to manage resources, the ability to cooperate with others, the ability to use information, the ability to use systems in life, entrepreneurial skills, vocational skills including sports and arts, the ability to choose and develop careers, the ability to maintain harmony with the environment and the ability to unite the nation based on Pancasila (Yuliwulandana, 2006).

From these findings and assumptions, it is necessary to design a life skills-based family life education model that can equip adolescents comprehensively, including

academic skills, vocational skills, and generic skills that will have implications for increasing family resilience. These skills must also refer to the demands of the world of work because, in the end, the competencies (Permana, et. Al., 2022) that adolescents have mastered must receive recognition from the stakeholders in the industrial world.

Based on the above phenomenon, researchers are interested in conducting research related to developing a Life Skills-Based Family Life Education Model for Adolescents Affected by the Earthquake in Cianjur.

## 2. RESEARCH METHODS

The research method used to answer the research problems that have been formulated in this study is Research and Development (R & D), which is carried out in three stages, namely: (1) Preliminary Study, (2) Model Development, and (3) Model Test (Model Validation). At the preliminary study stage, findings on the Life Skills-Based Family Life Education Model for Adolescents Affected by the Earthquake in Cianjur were described as narrative data presentations and then analyzed qualitatively.

At the development stage, there are several approaches to analyzing research data: 1) The implementation and design results of the Life Skills-Based Family Life Education Model for Adolescents are described as narrative data presentations and then analyzed qualitatively. 2) In the Life Skills-Based Family Life Education model trial for adolescents affected by the Earthquake, the results of the trial application of the model design were analyzed with a quantitative approach. At the validation stage, the feasibility of the model results is analyzed based on the results of expert judgment, which are analyzed qualitatively.

## 3. RESULTS AND DISCUSSION

The production-based learning model consists of syntax or steps in the learning process; according to Asitah and Ismafitri (2021), the model syntax or sequence of learning steps consists of nine steps: a. Analysis of curriculum and characteristics of learners; b. Product identification and analysis; c. Make essential questions about the product; d. Map questions; e. Analysis of the needs of tools and materials (Wijaya & Permana, 2020) of the product to be made; f. Creating a product manufacturing schedule; g. Product manufacturing process; h. Periodic evaluation; and i. Starting a business plan.

The design of Life Skills-Based Skills Training for Making Various Culinary Products adopts several components in the counseling program for Personal Hygiene Care and Child Spiritual Improvement made by Rohaeni, Neni., et al. (2018). The same research discusses the same life skills-based family life education model. However, the difference is that this study focused more on adolescent victims of the Cianjur earthquake 2022.

The Earthquake that occurred in Cianjur occurred about ten months ago. However, the impact of the Earthquake is still felt by people in Cianjur, especially teenagers in Cugenang Cianjur District. As a result of this disaster, many teenagers decided to drop out of school because the school was destroyed. The research of Gurwitch, 2004 supports Thistch 2004; Thoyibah, Z. et al. (2019), and Biromo, A. (2023) where the impact of the Earthquake can be that children and adolescents are not interested in learning, playing and socializing activities at school due to somatic problems where this condition causes sufferers to feel excessive anxiety about their body condition so that disaster victims will experience a decrease in interest, skills and academic learning achievement at school.

The decline in interest, skills, and academic achievement in schools has resulted in many teenagers who prefer to marry early. In addition, marrying young is also supported by parental permission, and even parents who want their children to marry immediately because they are unable to meet the needs of their children and cannot afford to pay for school in the hope that they can escape responsibility and their children can get a better life (Nurselin et al., 2021).

The existence of this phenomenon of early marriage needs to be given life skills education so that they have skills that can be useful for their daily lives. Through mastery of life skills, this teenager can earn his income to support himself and his family to become a prosperous family. The provision of skills relevant to this phenomenon, namely the life skills-based skills training program for making various culinary products for business readiness, is a forum that accommodates training activities to improve and develop skills in making various culinary products whose implementation prioritizes practice rather than theory.

The results of validating the design of the Life Skills-Based Family Life Education Model for Adolescents Affected by the Earthquake in Cianjur were presented based on the results of expert judgment. The validated components are Program background, identity (training name, location, goals, time, and meeting), objectives, materials, methodology, learning resources, and training scenarios. This training program consists of 2 components validated by experts, namely training programs in general and training programs specifically.

Expert judgment in this study involved academics from PKK FPTK UPI Study Program Lecturers and practitioners from PT Migas Utama, namely the Head of the Partnership Department of the Social and Environmental Responsibility Division. Researchers provide codes to mark each validator so that the results presented are easy to read and understand. The findings regarding the extension program that experts have validated will be described in more detail as follows:

a) General training program

The components contained in the training program, in general, are the training title, introduction, identity of the training program, training objectives, training materials, training methodology, and learning resources. In general, validators agree with the training program that has been designed. However, some components need to be improved, such as the training title and training background.

Table 4.1 General Extension Program Validation Results

No	Extension Components	Value		Average
		Validator 1	Validator 2	
1	<b>Training Title:</b> Life skills-Based Vocational Skills Training for Making Various Culinary Products	0	1	0,5
2	<b>Introduction/background of the Training program</b>	0	1	0,5
3	a. Training program identity b. Training Name: Life skills-Based Skills Training for Making Various Culinary Products c. Location of Activity: Kp. Nagrog RT/RW 002/005, Cirumput Village, Cugenang District, Cianjur Regency Activity Target: Youth d. Implementation Time: 120 minutes per meeting e. Meetings: 4 meetings	1	1	1

No	Extension Components	Value		Average
		Validator 1	Validator 2	
4	<b>Training Objectives</b> a. General purpose Life skills-based skills training, namely equipping knowledge, attitudes, and skills in various culinary preparations for adolescents affected by the Earthquake. b. Special purpose Menumbuhkan minat, kreativitas dan menghasilkan produk aneka kuliner yang inovatif bagi remaja terdampak gempa. c. Fostering the spirit of entrepreneurship for teenagers affected by the Earthquake in the manufacture and development of products in the culinary field, namely chicken nuggets, chicken meatballs, chicken dim sum, chocolate balls, and nata de coco drinks fruit variations	1	1	1
5	<b>Materi Pelatihan</b> a. Learning theories about the nutritional content and characteristics of chicken meat The practice of making chicken meatballs b. The practice of making chicken nuggets The practice of making chicken dim sum c. The practice of making chocolate balls and nata de coco drinks fruit variations	1	1	1
6	<b>Training Methodology</b> a. Approach: Product-Based Learning b. Training Method: Lecture, Demonstration, Q&A c. 3. Training Media: Realia	1	0	0,5
7	<b>Learning Resources:</b> Training modules	1	1	1
<b>Total Score</b>				5,5
<b>Percentage (%)</b>				78.5 %

Data obtained from the results of expert judgment regarding vocational skills training programs based on life skills for making various culinary products. The training program generally received an average score of 78.5%. Based on validator A's suggestion, the training title, originally "Life skills-based Vocational Skills Training for Making Various Culinary Products," was changed to "Life skill-based Skills Training for Making Various Culinary Products for Business Readiness." This alteration happens because vocational skills refer more to formal education, namely Vocational High Schools, and are less suitable for Non-Formal Education such as training, counseling, and guiding. Validator A also adds suggestions for Background. The background content should be adjusted to the title of the training and added identification of needs. Validator B also provides suggestions for training media that can be added with the display of videos of the product manufacturing process so that trainees are more familiar with the instructor's explanation.

#### b) Special training programs

The components validated by validators consist of meetings, training objectives, materials, training methods, training time allocation, and training scenarios. Results can be seen in the following table:

Table 4.2 Training Program-Specific Validation Results

No	Program Identity	Value		Average
		Validator 1	Validator 2	
1	<b>Meeting:</b> 1 (First)	1	1	1
2	<b>Purpose:</b> a. Participants were able to understand the nutritional content and characteristics of chicken meatballs b. Participants can understand the equipment and ingredients needed to make chicken meatballs c. Participants can practice making chicken meatballs	0	1	0,5
3	<b>Material:</b> a. Nutritional content and characteristics of chicken meat b. Equipment and ingredients needed to make chicken meatballs c. The process of making chicken meatballs	1	1	1
4	<b>Methods:</b> Lectures, Demonstrations, Q&As	1	1	1
5	<b>Time Allocation:</b> 1 x 120 Minutes	1	1	1
6	<b>Training Scenarios:</b> a. Introduction b. Contents: Product identification and analysis, Making questions about products, Mapping questions, Analyzing equipment and materials needed from products to be made, Product manufacturing process, Conducting evaluations, Creating business plans c. Cover	1	1	1
<b>Total Score</b>				5,5
<b>Percentage (%)</b>				<b>91.67%</b>

Data on life skills-based skills training programs for making culinary products for business readiness was obtained through expert judgment by validators. The development of life skills-based skills training programs received an average score of 91.67%.

The development of the Life Skills-Based Skills Training program for Making Various Culinary Products received input from validators A. The advice validators gave for training purposes in point 2 used previously, "Participants can understand the equipment and materials needed to make chicken meatballs," should be replaced with "trainees can mention the tools and materials needed to make chicken meatballs."

#### 4. CONCLUSION

From all research activities that have been carried out can be concluded as follows: (1) The life skills-based family life education model for adolescents affected by the Earthquake is a life skills-based skills training program for making various culinary products for business readiness; (2) The training program developed has advantages because it has undergone several stages, including needs analysis, model design, expert judgment, and model validation; (3) The resulting model serves as a guide for social services to help improve the quality of life of adolescent earthquake victims as entrepreneurs; and (4) The Life Skills-Based Family Life Education Model for Adolescents Affected by the Earthquake deserves to be implemented in providing family services in the community to help improve the quality of life to achieve a prosperous and happy family.



## ACKNOWLEDGMENT

Cooperation from various parties is needed from academics, practitioners, and the local community to implement a life skills-based skills training program for making various culinary products for business readiness to be carried out smoothly. It can improve the quality of life of earthquake victims for the better.

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