

The Proto-Model Of Life Skill Education For Developing Independence Of Unisri Students In Facing Covid-19

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ABSTRACT : The problem that was mostly encountered during the co-19 pandemic was students who had low independence. This can be seen in the attitude of students who are not responsible for themselves, have not been disciplined in doing worship, tend to cheat during exams, copy and paste the work of friends, can not recognize and form a good net working so that they cannot develop to achieve life achievement well. If the problem is not resolved immediately, it will have a negative impact on the lack of independent human resource growth. Therefore, it is very necessary to implement life skills education through character-based classical guidance services in Higher Education. Short-term goals, the first year is to find out students' perceptions of life skills and the achievement of a life skills education model proto through classical value-based guidance services, the method used in achieving these goals is research and development. The research subjects were students of FKIP Unisri Surakarta where data collection methods were taken using interviews, observations, questionnaires, and tests. To test the validity of the data, triangulation, peer discussion, and member checking were used. Data analysis was performed using interactive analysis. The results obtained from the study are as follows: The Attitude of FKIP Unisri Student Independence still needs to be improved. This was indicated by the results of the questionnaire submitted online. Students' understanding of life skills education was low which is known from the results of interviews with class leaders who have above average insight than their peers. Proto Forms of Life Skills Education Model Through Classic Value-Based Character Guidance delivered online is suitable for developing insights into student independence, especially in dealing with the covid 19 pandemic.

KEYWORDS: classical guidance, independence, life skills education

I. INTRODUCTION

Slamet Riyadi University is a place to gain knowledge and one of the private universities in Surakarta that deserve to be considered. Students at this University are very diverse in terms of regional origin, academic abilities, and social economic background. Students, especially in the Faculty of Teacher Training and Education which consist of 6 Study Programs have a very varied character. Under these conditions, students also have problems that are also varied. One of the nation's wealth is students. They are prepared to build the nation through their achievements. Therefore, students must be well educated and should own strong characters when they face either personal or social problems in their life. Therefore, students need to have soft skills in dealing with any situation, including in facing the current co-19 pandemic situation. Since the corona virus has infected the province of Wuhan, China in December 2019, which then spread to all corners of the world, including Indonesia, this has led to a new order of life. One of them is including lecture activities that are carried out online or online with various considerations of health threats that can be caused by covid-19. Online learning or e-learning is an electronic-based learning process using the internet network [1]. Changes in habits in all aspects of life due to the co-19 pandemic make students as educational practitioners experience problems in it.

The fact that was found in the field from observations in March 2019 especially in FKIP UNISRI was that 15% of the total number of students did not yet have an independent attitude in the Covid-19 pandemic situation. This can be seen among others from the lack of students' attitude in being responsible for themselves, not yet disciplined in doing worship, tends to cheat in doing exams, copy paste friend's work and is not serious in attending online lectures. One soft skill which is the character value that students need to have in dealing with the co-19 pandemic adaptation is independence or autonomy. According to Hurlock independence is the ability of a person to direct himself and not depend on others. Independence is important and must be owned by students because it is one of the asset to achieve their life goals. Independence is the level of development of students in which they are able to stand alone and rely on their own abilities in carrying out various activities and solving various problems they face. Indicators of adolescents who have independence are having the ability to not depend emotionally on others, especially parents, able to determine decisions independently and responsibly for those decisions, and have the ability to use (have) a set of principles about right and wrong as well as important and not important [2].

This is in accordance with the Student Competency Standards of Independence regarding the aspects of independence at the tertiary level as outlined in the Guidelines for Organizing Guidance and Counseling in the Formal Education which include (1) enrich the strategy in finding opportunities; (2) believes in the uniqueness of him/herself as an asset that must be developed harmoniously in life; (3) developing self assets in harmony in life. Independence is a process of development and is formed through a process of interaction between humans and their environment [3]. This is the case with other psychological conditions where independence can develop well if given the opportunity in its development through exercises that are carried out from an early age continuously[4]. Moreover, the development of independence for students in the Covid-19 pandemic situation can be used as provisions and capital soft skills for students to be able to adapt well in all situations and problems. Related to parental support and psychological health, then independence is pivotal need for adults and adolescents.

[5] an effort is needed to develop the value of independence character. One way is to provide development of life skills education to students. Life skills education for students aims to form and achieve life independence that is characterized by one of which is characterized by the ability to face and solve life problems that consist of personal problems, social problems, academic problems, and career problems. Life skills are the interaction of various knowledge and skills and are very important to have by someone so that he can live independently. It means that everyone must have the ability of coping with problems of life without any feeling of pressure and being capable of seeking and finding the solutions proactively and creatively. [6]. Life skills education in this case is packaged in the form of classical value-based guidance services and is a form of guidance service provided to students whose material is full of character values that are useful to assist them in developing their independence ability to deal with problems in co-pandemic situations. According to Permendikbud No. 111 of 2014 that the provision of these services is relevant to the objective of the guidance and counseling service strategy regarding the various efforts made by counselors or guidance and counseling teachers to facilitate students / counselees to achieve independence in their lives. In addition, this program is also relevant to the role of Guidance and counseling whose task is to develop an environment that is able to enrich the lives of individual independence in relation to the lives of others[3]. This has never been done at the university level before, so the researchers then developed a life-skill education model for students in the face of the co-19 pandemic.

The problems resolved in this study include:

1. What is the condition of the independent attitude of FKIP UNISRI students and their understanding of life skills education?
2. What is the proto model of life skills education model through classical values-based guidance?

II. METHOD

The method used in this research was research and development that simplifies the Borg and Gall development research model into three steps, as follows [7].

1. Preliminary Study

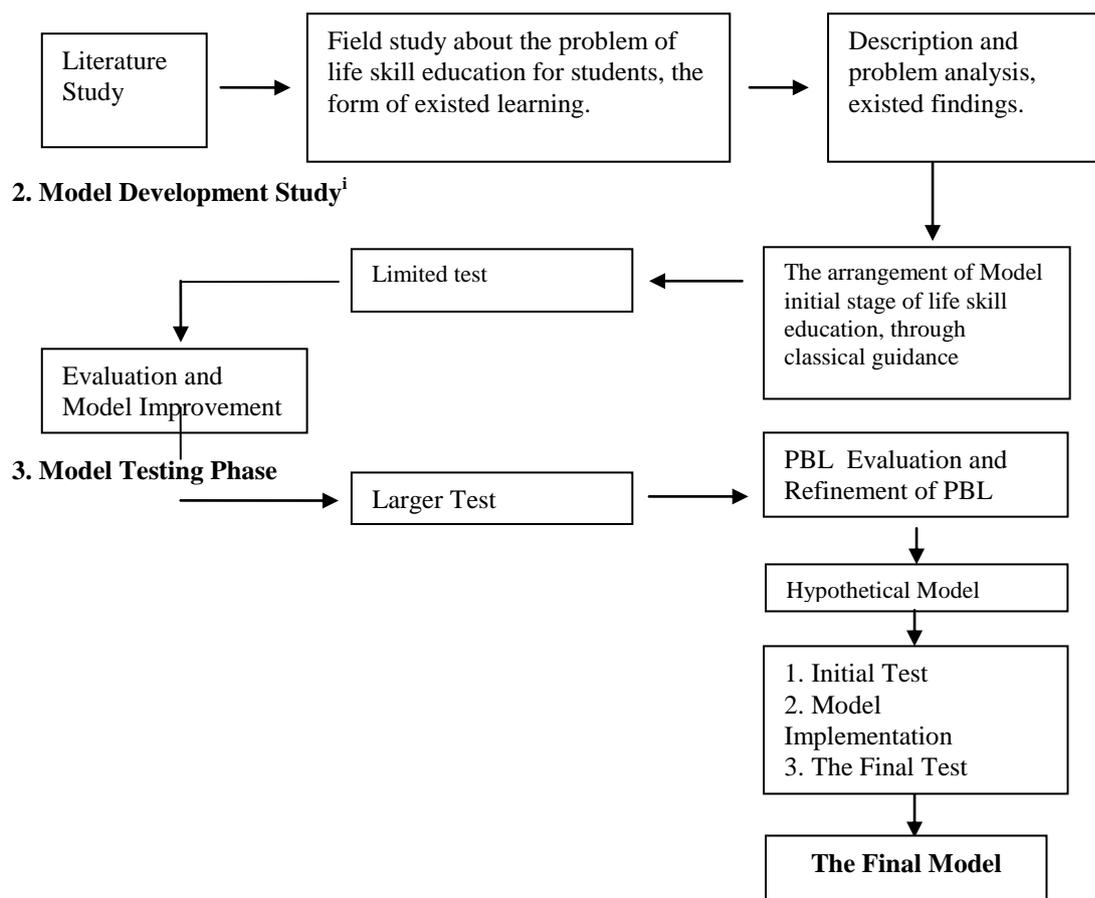


Fig 2: Development Model

This preliminary research was carried out at the Teaching and Education Faculty of Slamet Riyadi University in Surakarta during the Even Semester Academic Year 2019/2020. The type of data collected in this preliminary study is in the form of qualitative data related to the problem of the independence of the second semester students in the Study Program in FKIP UNISRI and students' understanding of life skills education. Data in this preliminary study were obtained from various sources as follows: a. Events, including the learning process that implements aspects of life skills. b. Humans, including Lecturers, Students and Employees of FKIP Unisri. c. Documents, including learning tools including RPS, Student Value Lists, related observation notes. Data collection in this preliminary study uses observation / observation, interviews / content analysis and analysis / review of documents and archives. In this study, observation was used to collect data about the implementation of learning that implements students' life skills in FKIP UNISRI. Interviews in this study were conducted with students in the second semester of the PBI (English Language Education), BK (Guidance and Counselling) and PGSD (Elementary School Teacher Education) Study Program as students subjected to life skills education, lecturers carrying out learning in the second semester of the PBI, BK and PGSD Study Programs. Document and archive analysis (content analysis) as well as written and archived documents are sources of data that often have important positions in qualitative research. Especially if the target of the study leads to the background or various events that occurred in the past that are closely related to the conditions or current events that are being studied. Archives generally take the form of more formal records compared to documents. The content analysis is carried out with the aim to collect various theories and concepts about life skills education and to examine various studies that have been conducted relating to life skills education. Questionnaire given to students has a range of values 1, 2, 3, 4. In the range of values, if positive statement 1 means it is not very suitable, 2 is not suitable, 3 is suitable, and 4 is very suitable. The data analysis technique in this research was carried out by using an interactive analysis model. The activities of the analysis process in qualitative research were basically carried out simultaneously with the process of implementing data collection.

III. RESULT AND DISCUSSION

THE CONDITIONS OF FKIP UNISRI STUDENTS' INDEPENDENCE AND THEIR UNDERSTANDING OF LIFE SKILLS EDUCATION :

The initial step to determine the condition of the independence of FKIP Unisri students in dealing with Covid-19 was by distributing the independence questionnaire instrument that students need to fill out. The aim was to determine the state of independence of FKIP students. The results of student independence questionnaire in the Guidance and Counseling Study program Semester 2 Class 01 and Class 02 came from 42 respondents consisting of male students who showed that there were 4 respondents who were identified as having low independence. For the highest score, obtained by subjects ZLF (112) and the lowest score obtained by relatives FD (84). However, these results still need to be sought for validity because the results of this questionnaire score are influenced by many things, including health and environmental conditions where students fill out the questionnaire.

Considering the results of the questionnaire, in this research an interview is also needed. The results of the questionnaire independence of English Language Education Students Semester 2 Class 01 and Class 02 came from 34 respondents consisting of more female students than male students. From these results, it was identified 5 people who have low independence. The highest score is owned by FH with a value of 103, while the lowest score is owned by SL with a score of 85. These results indicate that the highest level of independence is owned by female students and the lowest level of independence is also held by female students so that it can be seen that the attitude of independence of PBI students is enough. Results of the Student Self-Study Questionnaire Semester 2 PGSD Study Program came from 81 students consisting of male and female respondents in which 7 people were identified as having low attitudes of independence. The lowest score in this case is owned by female students namely MRN and ISNN respondents with a score of 82 while the highest score with a total of 112 is obtained from MGRT respondents.

Interview Results About Life Skills Education : The interview was conducted with the Chair of the Second Semester Class of the Study Program in the Faculty of Teacher Training and Education about his understanding of Life Skills Education has the following results: According to the Leader of the second semester classes 01 and 02 of the Guidance and Counseling Study Program, stated that so far he has never known about life skills education. However, after being explained, he agreed that students should indeed get life skills education because it was useful to add and develop skills. The implementation of life skills education should be independent and independent. According to the class leader, in its implementation, life skills education has several obstacles, including that it is possible that not all students can easily follow it. The class leader of the second semester class 02, Guidance and Counseling Study Program stated that he had heard about life skills education and agreed if life skills education was given to students because it was needed by students as a provision of life in the community. For the implementation of life skills education, it can be integrated in each subject, and if you can stand alone, it will certainly be better. The obstacle is in the interests of students. Furthermore, based on interviews with the leader of the second semester of classes 01 and 02 of the English Education Study Program, he also stated that all this time he knew about life skills education was education that aimed at eligibility for life. He agreed if life skills education was given to students because it was considered important for the provision of life later after they graduated from university.

For the implementation, it can be inserted in certain subjects. Obstacles in the implementation of skills education may come from students as well as facilities and infrastructure. The leader of the second semester class 02 class of the English Education Study Program stated that he had only heard about life skills education. However, after explaining about the education, he believes that he strongly agrees if it is given to students on the grounds for developing students' soft skills and hard skills. In practice it can be like a general course. Obstacles to the implementation of life skills education in Higher Education can come from students, namely in the form of different abilities so that there are those who are ready but there are also those who complain. The Leader of the second semester of Class 02 of PGSD said that he had never known anything about life skills education. After being given an explanation, he strongly agreed if life skills education was given to students through all courses with the reason to form and enhance the attitude or behavior of courtesy and expertise of students in their respective fields. However, according to the leader of this class, the implementation of life skills education has constraints on the students themselves, namely whether students want to develop themselves or not. Based on the results of interviews in 3 study programs, namely Guidance and Counseling, English Language Education, and Elementary School Teacher Education,

it shows that most of them do not understand life skills education. However, after following the implementation of classical guidance services to develop independence in dealing with Covid-19 online, the condition of the questionnaire results can be illustrated in Table 4.

Table 1. Results of questionnaires for BK, PBI, and PGSD students participating in classical services based on character values

No	Name	The Previous Score	The Score After
1	FD	84	86
2	AN	84	87
3	NT	84	86
4	VL	86	89
5	SL	85	89
6	MJI	82	86
7	IF	82	86
8	IFN	83	87
9	AOT	83	86
10	EAD	83	87
11	NRP	83	86
12	RTT	84	87
13	ATT	85	87
14	NUI	86	88
15	NK	86	88
16	ASP	86	89

Table 1 above shows that there is an increase in scores between 2 to 4 points in each student. This indicates that the giving of classical values-based guidance can play a role in developing the attitude of student independence in dealing with Covid 19.

Proto Forms of Life Skills Education Model Through Classical Values Based on Character Values

The form of the Proto Model of Life Skills Education that will be developed through classical guidance consists of 4 aspects, namely as follows 1) The Concept of Independence as Character Value; (2) emotional independence; 3) independence of behavior; 4) value independence. The description of each aspect is as follows:

1. The Concept of Independence as Character Value
This stage contains the basic concepts of independence that students need to master as a form of character value in dealing with a co-pandemic 1 situation. A good adaptation to become a more independent person is needed by students in dealing with the increasingly difficult pandemic covid-19 situation. The purpose of this aspect is to understand about independence as a character value and understand about the characteristics of an independent learner. This section explains (1) the notion of independence; (2) the importance of independence in dealing with Covid-19; (3) the characteristics of independent individuals.
2. Emotional independence
The second stage discusses the emotional independence of having the ability to control emotions and not depend on parents. Emotional dependence on others can be interpreted that the individual is able to solve the problems he faces without having to make others too deeply involved and able to make decisions independently. The purpose of this second stage is (1) Students realize the importance of emotional independence by not being dependent on others. (2) Students can identify the causes of dependency behavior with others. (3) Students can apply emotional independence in daily life (4) Students can manage emotions in adapting to co-19 pandemic situations. Emotional management also becomes one of the components of emotional intelligence that is shown by one's ability to manage emotions and is shown by (1) being able to have a feeling of openness that is both pleasant and unpleasant, (2) able to monitor and reflect emotions (3) being able to involve, extend, or escape from emotional states (4) able to manage emotions in oneself and others [8]

3. Behavioral Independence

This third stage or section contains material about the independence of behavior that leads to decision making. The purpose of this third part is (1) Students are aware of the importance of behavioral independence by being able to make their own decisions. (2) Students can identify the causes of dependency behavior with others. (3) Students can apply independence of behavior in everyday life. This relates to the existence of an attitude of responsibility for the risks and choices made. Independent decision making means that the individual is able to think rationally about the positive and negative impacts when choosing a choice.

4. Value independence

This fourth part contains the content content material independence. The purpose of this fourth part is (1) Students realize the importance of value independence with confidence in themselves. (2) Students understand the importance of considering the values of "right" and "wrong" (3) Students identify the values that need to be had in shaping an attitude of independence. Value independence is meant is the ability of individuals to resist pressure to follow the demands of others about beliefs in the field of values. Behavior that can be seen is (a) adolescents begin to re-evaluate beliefs and values that they receive from others, (b) think according to their own beliefs and values, and (c) behave according to their own beliefs and values. For example, teenagers dig back up the values that have been believed to be true. This teenage effort is essentially a process of evaluating the values it receives from others.

IV. DISSCUSSION

Based on the research results obtained, it can be interpreted that independence is an important character value to be developed for students. This is with the results of questionnaires and interviews, especially in dealing with the co-19 pandemic situation. Seen in the interview results that show that there are quite a lot of students who are not familiar with life skills. Related to this the existence of a co-19 pandemic changed the order of life massively. Some psychological problems that occur during this pandemic include anxiety and stress [9]. Therefore the individual needs life-skill abilities so that he is able to survive and adapt well. Some strategies that can be used to build coping during co-19 include behavioral activation, acceptance-based coping, mindfulness practice, and loving-kindness practices aimed at reducing stress and increasing resilience and recovery. It occurs because these steps could assist every single individual to improve social support, build distress tolerance, be more meaningful, maintain the point of view concerning good human relationships, and take the action at values during COVID-19 pandemic [10]. The development of character values-based life skills education proto-models through classical guidance is needed for students to increase independence. Life skills are a set of universal cognitive and non-cognitive skills and abilities, which are interconnected with behavior, attitudes, and knowledge, which can be developed and maintained by adolescents throughout their lives [11] In terms of many things such as assistance and guidance in making decision, solving problem, critical thinking, developing interpersonal skills, independence, empathy, dealing with stress, and managing emotions then adolescents truly need a good support system called life skills education [12].

Life Skill Training helps individuals to improve their self and social competence [13]. Life skills are the ability to behave in an adaptive and positive manner that enables individuals to effectively deal with the demands, challenges and pressures of everyday life [14]. Moreover, in this co-19 pandemic situation and condition where students are required to adapt to all changes in life, both in terms of health, social and learning, thus requiring a strong independent character. Applying life skills can increase the quality of self-confidence, socialization and tolerance, to act according to competence and produce change, and the ability to have the freedom to decide what to do and who to become [6]. This is in line with the guidance efforts in realizing educational functions to help individuals with their creative reasoning to refine, internalize, renew, and integrate value systems into independent behavior [3]. The development of this life skills model is relevant to help students when facing a co-pandemic situation where they need to adapt to their problems. This is in accordance with life skills definition as skills owned by someone in order to brave of dealing with problems of life naturally without any pressure feeling, then trying to search and find the solutions proactively and creatively so that they finally can solve their own problems. [15]. Life skills learning needs to be combined with other approaches using methods that are based on developing the experience of others, observing how people behave and the consequences of a behavior[12]. Research conducted by[11] on the role of non-governmental organizations in developing life skills states that some of the skills that can be developed include social skills, communication skills, higher-order thinking skills, self-control and positive self-concepts. Metaanalysis research shows that life skills programs are very useful for the development of mental health for adolescents and have an effectiveness that reflects three core relationships, namely adolescent relationships with yourself (stress management skills), adolescent

relationships with others, especially peers (interpersonal skills) and adolescent relationships with both parents (child and parent interaction)[16]. Therefore, the development of life skills education models that have been developed will provide experience and knowledge for adolescents, especially students in developing the character of their independence in the face of the co-19 pandemic. Several aspects are discussed in the character values based life skill education proto-models to develop student independence in facing covid, namely (1) introduction of the concept of independence as character values; (2) emotional independence; (3) independence of behavior; (4) value independence. During the development stage adolescence is a period where individuals struggle to be independent and make decisions that affect their lives [17]. The development of independence is important for adolescent psychosocial functions [18]. Independence undergoes important changes in adolescence. Independence is not only limited to the ownership of autonomous behavior for adolescents, but more than that, namely thinking, feeling, doing and making moral decisions [19].

In daily behavior, adolescents need independence as a character value for the provision of life in living life so that a sense of independence needs to be developed from the outset. In addition, the existence of peers and parent support greatly affects the abilities and behavior of adolescents related to their independence [20][5] in the context of achieving the task of developing adolescent independence. Therefore, in the first part of the life skill proto-model, it discusses independence as a character, which means that having independence in behavior is part of how to become a characterful individual. Furthermore, what is discussed in the second part is about emotional independence. In the development of adolescent independence, emotional release with parents is the first and first step that needs to be done by them. Emotional autonomy is related to feelings, emotions, and personal shifts from dependence on people to finally get emotional support from others [19]. Emotional dependence is a movement away from childhood dependence toward independence of adulthood [2], so adolescents in the process of emotional autonomy with others will naturally learn about ways to reflect emotions well with proper emotional management. This is relevant to one of life skills, namely coping with emotions [21][14]. In the third part. proto model of life skill education discusses the independence of behavior focused on the ability to make decisions independently. After adolescents are able to be emotionally independent from both parents, then they will be able to make and determine a decision in their lives. Adolescents who have behavioral independence will be free from the influence of others when they have to make choices and decisions and make opinions / advice of others as a basis for developing alternative choices to be considered in decision making.

In addition, good decision-making skills will make it easier for students to adjust to socially effectively and responsibly[22] Good decision making is part of life skills that can help youth deal with individual life constructively and teach actively about the act of choosing and accepting all the consequences [21]. The last part of the proto model of life skill education is about value independence. Self-reliance refers to the need for adolescents to have independent attitudes and decisions regarding politics, religion, academic choices, and morals[19]. Independence values will guide individuals about right and wrong in making an action decision. In other words it can be said that the independence of this value is the highest act of the dimension of independence, because the individual has determined his behavior and actions in accordance with the moral values that he believes.

V. CONCLUSION

Based on the results of the analysis of research data, the following conclusions can be drawn: (1) The Attitude of FKIP UNISRI Student Independence needs to be improved where this is indicated by the results of the questionnaire submitted online. Students' understanding of life skills education is low as indicated by the results of interviews with class leaders who have above average insight th their peers. (2) The proto model of life skills education model through classical character-based guidance delivered online is suitable for developing insight into student independence, especially in dealing with the covid 19 pandemic. Research shows that ownership of life skills for students will have relevance to the ability of academic development, personal-social growth and career planning in the future, so life skills development needs to be pursued in the guidance and counseling curriculum[23]. Based on the conclusion above then in this research can be suggested as follows: (1) The college supposes to facilitate the environment and academic situation that can develop students' independence. (2) The lecturer supposes to implement and develop the proto model of life skill education through classical guidance character value based as the effort to develop the students' independence attitude.

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