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## WRITING LITERACY BASED ON LIFE SKILLS AND PSYCHOLOGY: AN LEARNING ALTERNATIVE

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### *Abstrak*

*This paper offers the concept of writing literacy using life skills education that is associated with psychology. As is known, writing literacy is very important in this modern era because through literary literacy someone can show his actualization in life. Therefore, life skills literacy will be better if it is associated with psychology.*

**Keywords:** *literacy, life skills, psychology*

### Introduction

Literacy writing is currently being intensely carried out by the government or non-government. As is known, writing literacy is very important in the modern era, because it is through literacy that someone can show his actualization. If you are not qualified in literacy writing, someone will be out of date and will be lost in time.

Regarding literacy writing, Ahmadi & Yulianto (2017) show that literacy writing in Indonesia is indeed experiencing progression. However, the progress is still not optimal when compared to other countries. Literacy in Indonesia is currently experiencing development. However, on the other hand, literacy in Indonesia is still hampered by the oral tradition. Indonesian people especially those in remote areas still tend to like oral traditions rather than literate traditions.

The persistence of the oral tradition among these remote communities, according to Ahmadi & Yulianto (2017) is caused by factors (1) ordinary people still think that the literate tradition is a tradition for urban communities, not for remote areas; (2) the community is still not fully aware of the cultural importance of literacy, especially about "literacy" and being able to read and write. If someone understands literacy, they will not be easily deceived by people and they will not miss the development of the times; (3) remote areas are still reluctant to read and write, they prefer the culture of listening which has been a tradition in their lives; (4) the nonliterate culture, according to Ahmadi (2006) is indeed dominated by remote areas because the facilities and infrastructure are also inadequate. That way, the interest in developing literacy in the context of literacy has been hampered.

### Research methods

#### 1. Prewriting Stage

The prewriting stage is the stage carried out before the main activity, namely the writing stage. At this stage the instructor introduces life skills education and its relation to psychology to students. After understanding these two, the instructor opens a question and answer session for students related to the material presented. Thus, students are not confused about the philosophy of life skills education that is associated with psychology.

This stage is the initial stage of learning. Therefore, at this stage there must be able to understand the nature of life skills education and its relation to psychology. If anyone is able to understand this, psychologically they will understand themselves from the character's perspective.

#### 2. Writing Phase

The second stage is the writing stage. At this stage students have been invited to practice writing. In relation to practice writing, the structure can explain in advance about the nature of writing. This is done to facilitate student's understanding of writing. After that, the students practice writing.

#### 3. Post Writing Phase

The post-writing stage is the last step in writing. At this stage students evaluate their work. After that, the instructor gives the final evaluation related to writing. This session also opened a question and answer session related to the difficulties experienced by students in writing.

## Research Results and Discussion

### 1. Life Skills Education

Brolin (in Slamet 2002: 2) defines life skills as a continuum of knowledge and abilities that people need to function independently in life. In another formula stated that life skills are everyday skills that people need to be successful in living life (<http://www.lifeskills-stl.org>).

Sodiq (2009) shows that in Minister of Education Regulation No. 24/2006 concerning Guidelines for Implementation of Content Standards and Graduate Competency Standards there are two important things that are in line with learning orientation in PKH: (a) the applicable curriculum is the curriculum developed by the school (KTSP) and (b) formulation of each stage of the goal, subject group objectives, goals per face to face, objectives of local content, and self-development goals must be based on graduate competency standards (SKL).

General life skills are specified as (a) personal skills and (b) social skills, while specific skills are specified as (a) academic skills and (b) vocational skills (vocational skills). Personal skills include [1] self-awareness skills (self awareness) and [2] thinking skills. Social skills include [1] communication skills and [2] ability to work together. Academic skills are related to fields of work that require thinking so that they include [1] skills to identify variables and relationships with each other, [2] skills in formulating hypotheses, and [3] skills in designing and carrying out research. Vocational skills are related to fields of work that require motor skills. Vocational skills include [1] basic vocational skills and [2] specific vocational skills (occupational skills) in line with implementation policies PKH - for the level of kindergarten through junior high school education, general and life skills are developed for high school and vocational school up to tertiary institutions special life skills are developed — the following descriptions are limited to personal skills and social skills.

Personal skills are skills to recognize existence and self potential. In supporting the role of an independent person, skills needed to understand the problems faced, explore relevant information to improve understanding of the problem, analyze and find alternative solutions to problems, and make decisions to choose alternatives (Samani, 2007: 74). These skills include self-awareness skills and thinking skills.

Self-awareness skills are self-appreciation as servants of God, members of the community and citizens, the environment and awareness and gratitude for the weaknesses and strengths that are possessed as capital to improve themselves as useful individuals (Directorate of High School Development, 2005: 3).

Thinking skills are skills to use the mind optimally. Thinking skills consist of rational thinking skills needed to solve problems scientifically and lateral or creative thinking (Samani, 2007: 78). Thinking skills also include the ability to explore and find information, skills to process information and make intelligent decisions, and skills to solve problems wisely and creatively (Team BBE, 2003: 7-8).

Social skills or interpersonal skills include communication skills with empathy and the ability to work together (Team BBE, 2003: 8).

Communication skills are focused on effective or empathic communication skills. These skills can be developed through listening, speaking, reading and writing. Thus, learning Indonesian has a major contribution to the development of this communication skill.

Skills for working together are needed because humans are social beings who are "required" to work together in everyday life. Collaborative skills can be developed through subject matter in schools. Through the Indonesian language, cooperation can be developed in working on group assignments, performing dramas, practicing making and managing school magazines, and so on. Thus the sub-competencies of life can be used as learning objectives by being integrated with the objectives of the subjects.

### 2. Writing a Psychological Context

Writing cannot be separated from the psychological context (Ahmadi, 2015). In this context, writing has interrelated relationships so writing and psychology complement each other and contribute to each other. Through psychology studies, it is expected that a person can write better because of the way they enter through psychology, namely personality psychology, existentialists (Sartre, 1960), behaviorist, psychoanalyst (Freud, 1910), and humanistic (Maslow, 1943).

## Conclusions and recommendations

Literacy writes using Life Skills education and is associated with personality psychology that is very urgent to do in learning. This is because writing is not just writing but has a core that is related to life skills and in order to get to know the author's personality.

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