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## THE IMPACT OF LIFE SKILL EDUCATION CURRICULUM IMPLEMENTATION IN ANTICIPATING ADOLESCENT PROBLEMS AT THE UNICEF PROJECT PILOT SCHOOL IN BONE REGENCY

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### Abstract:

This article aims to determine the impact of implementing Life Skill Education curriculum in anticipating adolescent problems at Unicef Pilot Project School in Bone. Data collection techniques include interviews, observations, and documents. The data were analyzed by the stages of data display, data reduction, and data verification. The results showed that the impact of implementing LSE curriculum in anticipating adolescent problems in Bone was seen in independence of meeting personal needs in the form of students being able to be independent, gaining life skills, being able to overcome problems of Menstrual Hygiene Management (MKM), and being able to practice a variety of learning methods. Other independence in terms of meeting social needs are students being able to overcome bullying problems, managing environment, and overcoming child marriage. Therefore, it is expected to the government to issue a policy on the implementation of Life Skill Education curriculum to be applied in the educational environment because it has a positive influence on the prevention of child marriage.

### Abstrak:

Artikel ini bertujuan untuk mengetahui dampak implementasi kurikulum Life Skill Education dalam mengantisipasi problematika remaja pada Sekolah Pilot Project Unicef di Kabupaten Bone. Teknik pengumpulan data diperoleh meliputi wawancara, observasi dan dokumen. Data dianalisis dengan pendekatan kualitatif lalu diolah dengan tahap display data, reduksi data, dan verifikasi data. Hasil penelitian menunjukkan bahwa dampak implementasi kurikulum Life Skill Education dalam mengantisipasi problematika remaja di Bone terlihat pada kemandirian pemenuhan kebutuhan personal berupa: peserta didik mampu bersikap mandiri, peserta didik memperoleh keterampilan hidup, peserta didik mampu mengatasi masalah Manajemen Kebersihan Menstruasi (MKM), peserta didik mengetahui dan mampu mempraktikkan metode pembelajaran yang bervariasi. Kemandirian lainnya dalam hal pemenuhan kebutuhan sosial, berupa: peserta didik mampu mengatasi masalah bullying, mengelola lingkungan, dan mengatasi persoalan perkawinan anak. Implikasi penelitian diharapkan kepada pemerintah terkait untuk mengeluarkan kebijakan tentang implementasi kurikulum Life Skills education untuk diterapkan di lingkungan pendidikan karena memiliki pengaruh positif terhadap pencegahan perkawinan anak.

### Keywords:

Life Skill Education, Adolescent Problems

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## INTRODUCTION

Strengthening character in the current context is very relevant to overcoming the moral crisis that is happening in our country. According to ESQ's review, seven moral crises that occur in the midst of Indonesian society include a crisis of honesty, a crisis of responsibility, not thinking far ahead (visionary), a crisis of discipline, a crisis of togetherness, a crisis of concern, and a crisis of justice (Zuhdi, 2009: 84). Whether we admit it or not, there is currently a real and worrying crisis in society involving our most valuable possessions, namely children. These crises include increasing promiscuity, increasing rates of violence against children and adolescents, crimes against friends, theft of teenagers' property, cheating habits, drug abuse, pornography, rape, and the deprivation and destruction of other people's property. So far, it has not been completely resolved. The behavior of our youth is also colored by the habit of bullying (bullying) and brawling at school. The consequences are quite serious and can no longer be considered a simple matter because these actions have led to criminal acts.

The most urgent adolescent problem today in Bone Regency is the emergence of the phenomenon of child marriage. The 2018 National Socio-Economic Survey (SUSENAS) data shows that the prevalence of child marriage in Bone Regency is 25% higher than the national average of 11%. Meanwhile, the recap of the report on the age of marriage in Bone Regency in 2019 found the fact that marriages under the age of 16 years numbered 44 cases of boys and 381 cases of girls, young marriages between 16 and 19 years old with 1606 cases of boys, and 2244 cases of girls. Therefore, there were 4285 cases of marriage in total.

UNICEF partners with the local government of Bone Regency is conducted through the BERANI program. This program invests in fulfilling the rights of women and children, which is an important strategy to achieve the Sustainable Development Goals (SDGs) in Indonesia. Women and children make up half of the population in this country, but often do not receive the information and services they need to thrive. For example, one in nine children, mainly girls, marry before the age of 18 in Indonesia and then often leave unfinished education to continue married life, creating a cycle of poverty that continues into their children's lives. Eliminating child marriage will help children complete their education, find them jobs, and contribute to the economy (Baker, 2019).

To overcome the problem of forming children's character, based on research, there is a correlation between learning life skills education with the formation of student character (Okech & Role, 2015). The Life Skill Education curriculum contains several life skills that are able to form the independence of students so that it has an impact on their ability to anticipate all the problems of life. Among the contents of Life Skill Education learning instilled in children are; the ability to know oneself and others,

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expressing emotions in the right way, positive self-image, puberty, internet, and social media, making friends, falling in healthy love, menstrual hygiene management (MKM), reproductive health, sexual health, gender equality, human rights, peace and conflict, environment, sanitation, identifying problems/types of violations, designing solutions, imagining change as part of the teacher's efforts to instill these life skills into every student to dare to face life's problems naturally.

Life skill education has two perspectives, namely improving mental well-being, especially among young people in dealing with life's problems, and increasing children's skill activities. The implementation of life skill education is carried out in an integrated, synergistic, and mutually influencing way to form independence. Wahyuni & Indrasari (2017: 17) stated that the implementation of life skill education includes generic skills, namely personal skills (self-awareness skills, and rational thinking skills), and social skills, while specific skills consist of academic skills and vocational skills. These skills are grown through curricular, vocational, environmental education, and extra-curricular programs at school.

The problem of youth that urgently needs to be tackled together is promiscuity between young men and women without any ties and restrictions. It has become a phenomenon from the city to the remote villages of teenagers addicted to going to night clubs, bars filled with liquor, and doing illegal acts without reckoning; going to the beaches; going to open places with half their clothes, naked without feeling ashamed. This situation reminds us of the days of primitive man that mankind has gone through. Their behavior is not so different from the behavior of animals that eat grass in the vast fields. They are no longer interested in doing God's commandments, are not eager to keep their honor, and are not ashamed. The moral teachings of Islam did not leave any trace in his heart because he was suffocated by the tempestuous impulse of lust. Animal instincts that are blindly detached from morals and religious norms are all under the auspices of Western civilization, which is considered modern, under the pretext of personal freedom (Ahmad, 2008: 27). Pick, Givaudan, & Poortinga (2003: 230) also conducted research in Mexico about interventions in the field of reproductive health, sexuality, conducting socialization strategies in introducing them to the community. Relevant skills to overcome the risk of sexually transmitted diseases are an important part of being introduced to adolescents as reproductive health knowledge (Magnani, Macintyre, Karim, & Brown, 2005: 289), as well as empowering young people to be more responsible for their actions (Vranda & Chandrasekhar, 2011: 10).

For the realization of a quality generation, the fulfillment of adolescent reproductive rights cannot be delayed any longer. Therefore, the implementation of life skill education in schools can be a solution. School is a place of formal education that has a role in developing the child's personality in accordance with his abilities and knowledge to carry out tasks in the community. According to Garungan (2004: 207), schools have a role in the formation of attitudes, reasonable habits, stimulation of children's potentials, development of skills in general, learning to cooperate with group mates, and carrying out demands.

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Other problems faced by adolescents, apart from promiscuity and reproductive health, are the high level of intolerance and the rise of anti-democratic radicalism in educational institutions where they study. As the findings of the Wahid Foundation led by Yenni Wahid, from a survey on radicalism among students who are Islamic spiritual activists (Rohis). A survey held in 2016 opened the eyes of the public to the fact that students who took part in Rohis activities were exposed to radicalism on a certain scale. The seeds of radicalism arise from receiving religious information that contains suspicion and hatred (Rahman, 2017: 16). Al-Qur'an as a foundation in an integrated curriculum in order to shape students' skills, especially their emotionality. The importance of life skills education to develop social, emotional, and thinking skills (Prajapati, Sharma, & Sharma, 2016: 1).

The integrated self-reliance curriculum currently only develops knowledge and hard skills, while conceptual thinking skills, creativity, innovation, problem solving, critical thinking, and decision making must be improved (Prasetyo, Suryono, & Gupta, 2021: 1). Yankah & Aggleton (2008: 24) also explains that life skill education has developed over the past 20 years, but so far, it has had little effect on adolescent promiscuity. The Life Skill Education curriculum contains a number of life skills that are able to form the independence of students so that it has an impact on their ability to anticipate all the problems of life. Among the contents of Life Skill Education learning instilled in children are the ability to know oneself and others, expressing emotions in the right way, positive self-image, puberty, internet and social media, making friends, falling in healthy love, menstrual hygiene management (MKM), reproductive health, sexual health, gender equality, human rights, peace and conflict, environment, sanitation, identifying problems/types of violations, designing solutions, and imagining change as part of the teacher's efforts to instill these life skills into every student to dare to face life's problems naturally. The difference in the management of life skills in developed countries compared to developing countries is the systematic management through the stages of implementation, evaluation, and continuous monitoring (Nasheeda, Abdullah, Krauss, & Ahmed, 2019: 363). This shows that the independent curriculum must be carried out structurally and in good cooperation, namely by the person in charge, activity manager, trainer, parents, and students themselves.

## **RESEARCH METHOD**

This research is a type of qualitative research with case study. The data used in this study consisted of two types: primary data and secondary data. The primary data in this study are the data obtained directly from informants in the field which are closely related to the problem under study, namely the idea of an independent curriculum for the study of implementation of Life Skill Education as a UNICEF Pilot Project in Bone Regency. The main sources are trained teachers who apply the LSE curriculum at UNICEF pilot schools, district trainers, school principals, students, parents of students, and the local government, in this case, the head of the Education Office and Bappeda, and UNICEF partner institutions, in this case, the Bone Women's Empowerment Institute. Informant

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retrieval technique using purposive sampling. The informants of this research consisted of 5 trainers, 5 cross-sectoral money teams (Disdik, Health Office, Ministry of Religion, Bappeda, LPP), 2 principals, 8 teachers, 10 students, and 4 parents of students. Secondary data is an indirect source from informants, but through searching in the form of important documents related to research, such as school strategic plans, institutional profiles, as well as other research supporting elements such as reference books and journals related to research.

The data were collected using the interview method, while the research instrument used interview guidelines consisting of 11 questions about curriculum formulation, 7 questions about the form of curriculum implementation, 8 questions about the impact of curriculum implementation, 8 questions about supporting curriculum implementation, and 5 questions to barriers to curriculum implementation. The Interviews were conducted in 2 ways, namely direct interviews and through the Google form application. This was done because it was difficult to collect data directly in the field because the learning conducted online due to the COVID-19 pandemic. The method of observation and documentation is done through videos sent by trainers and teachers about the learning process and student development.

Data collection, data reduction, and data verification were all completed. The existing data were collected into 3 categories, namely curriculum implementation, impacts, and supporting and inhibiting factors for curriculum implementation. Furthermore, the presentation of data in an integrated manner, so that it can be understood what happened, then triangulated data, sources, and time, and the final stage is conclusions.

## **RESULTS AND DISCUSSION**

The implementation of LSE at the UNICEF pilot project school in Bone Regency has an impact on independence both from the aspect of meeting the personal needs of students, as well as independence in the aspect of meeting social needs as on of informan stated:

*Life skill education lessons have been implemented at SMP 2 Ajangale Welado Village for the 2019/2020 academic year. This learning has a great impact on students, including students who are able to build their independence in both personal and social aspects. On the personal aspect, students are more independent, acquire life skills, are able to overcome the problem of menstrual hygiene management, and are able to use a variety of learning methods. Meanwhile, social independence is manifested in the loss of the culture of bullying, caring for the environment, and reducing cases of child marriage. (Interview: H. Sumardi, 2020).*

This independence curriculum is in accordance with the concept of Oktaviani (2019: 21), which is known as "problem/posing education" or "education against problems". This curriculum seeks students to face and overcome the problems they face. The implementation of the self-reliance curriculum can be described as follows:

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## **Independence from the Aspect of Fulfilling Students' Personal Needs**

### ***Learners Are Able to be Independent***

The ability of students to be independent as a positive impact of implementing the LSE independence curriculum in SMP of the UNICEF pilot project was stated by Mukhlis as an LSE trainer and teacher at SMP 2 Ajangale, that:

*With the implementation of the independence curriculum, students become independent, such as a clean lifestyle at school and at home, able to say "yes or no" to unwanted things in response to refusing or accepting approval, able to refuse representation of a child's age, able to refuse relationships that are not healthy, as well as aware and sensitive to all kinds of acts of violence and harassment as well as bullying, and so on. (Interview: Mukhlis, 2020).*

Based on interviews with students and parents, it was found that after learning LSE, students were able to be independent in the form of being able to solve problems they faced without having to depend entirely on others, and dared to determine the right attitude, make their own decisions, be confident, think critically and be responsible, and be more sensitive to the problems of others. This is in accordance with the statement from Prasetyo, Suryono, & Gupta (2021: 1) that LSE is a way to increase children's independence.

In addition, the expression of parents students is that the impact of LSE learning is that children are independent, can take care of themselves, do things without involving their parents, even help their mothers sell in the market. "My son is also diligent in helping with household chores such as sweeping & cleaning the bed", said one of the interviews.

With the implementation of LSE learning, it has a lot of positive impacts on the students who receive the program. These positive impacts are the ability of students to be independent; independence in the form of pioneering a clean lifestyle at school and at home; daring to say "no" to what they do not want, and saying "yes" to the things they want; daring to refuse child marriage; daring to refuse unhealthy relationships; being more aware and sensitive to all kinds of violence, harassment, and bullying; and so on. Therefore, LSE learning should be applied in all schools because the positive impact is very real for students, and even for non-students.

### ***Learners Gain Life Skills***

Another positive impact that can be obtained by students after receiving LSE learning is said by Mukhlis, as follows:

*After receiving LSE learning, learners have a variety of life skills, including abilities and skills in terms of: self-regulating, creativity, critical thinking, respecting differences, participating, cooperating, empathizing, negotiating skills, problem solving, decision making, communication, resilience, and the ability to manage stress and emotions, as well as skills in managing menstruation. (Interview: Mukhlis, 2020).*

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This is reinforced by the answers from Nasyita Amelia, as a student at SMP 2 Ajangale, that the life skills obtained after studying LSE are skilled in lessons and able to learn all subjects well, not just LSE material. Another lesson is being able to solve problems related to maintaining body organs and defending oneself so as not to be easily touched by the opposite sex and changing sanitary napkins properly, which at first was only changed them after taking a morning and evening shower, but after learning LSE, changing the sanitary napkins was done every 4 hours so as not to leak. This is in accordance with the behavior of life skills in the lives of students in everyday life, namely being able to know themselves and take care of themselves and their environment.

The positive impact that students get after receiving LSE learning that students have a variety of life skills, including the ability to self-regulate, be more creative, able to think critically, able to appreciate differences, able to participate actively in various school activities, like working together, create an empathetic attitude towards problems faced by others, have the ability to negotiate even though they are still simple in nature, able to solve problems and make the right decisions when faced with a situation, able to communicate, and be resilient (have the ability to survive, and not easily fragile when disaster or something unpleasant is struck). In addition, students also have the ability to manage stress and emotions, and are skilled at managing menstruation.

### ***Students are Able to Overcome Menstrual Hygiene Management (MKM) Problems***

Menstrual Hygiene Management (MKM) is very important to be taught to students because the emergence of various dangerous diseases for women, such as uterine cancer, cysts, and diseases around other reproductive organs, is due to their failure to learn menstrual hygiene management (MKM) from an early age. Therefore, the LSE independence curriculum teaches this. A. Nurhalisah stated:

*After learning about menstrual hygiene management (MKM), my hygiene behavior when I was menstruating improved. I used to only change sanitary napkins twice a day, namely when taking a shower in the morning and bathing in the afternoon. However, since learning this information in LSE classes, I have been changing my sanitary napkins every 4 hours. Making healthy sanitary napkins is also taught, so that it can save costs on buying sanitary napkins in the market because healthy sanitary napkins can be used many times. (Interview: A. Nurhalisah, 2020).*

Meanwhile, Ferawati, as the student's parent, stated: "After learning LSE, my child is able to use sanitary pads properly, after menstruation, she takes a mandatory bath, gets enough rest during menstruation, eats nutritious food, and throws sanitary pads in the trash. Reproductive hygiene must be socialized to adolescents to improve their reproductive health (Magnani, Macintyre, Karim, & Brown, 2005: 289). Before students learn about menstrual hygiene management (MKM), generally they do not understand how many times they have to change sanitary napkins in a day, even before learning LSE students only know the types of disposable sanitary napkins sold in shops, and do not know how to make sanitary napkins that can be used, washed and worn many times made of cloth. That is why LSE is really able to overcome the problem of menstrual

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hygiene management for adolescent students. In several UNICEF pilot project schools, special toilets for women were also prepared, and sanitary napkins were prepared, the funds were obtained from UKS funds, including those at the research location.

### ***Learners Know and Are Able to Practice Various Learning Methods***

Students are required to master the learning material not only in terms of knowledge, but also in attitudes, and psychomotor. To achieve this, teachers are required to use interesting, and more than one (varied) learning methods. Variative methods can generate students' learning motivation. In selecting and using a method, one must consider its effectiveness, and relevance to the material presented. Along with that, an educator/teacher is required to carefully choose and determine what method is appropriate to use or to deliver subject matter to students. LSE learning applies a variety of participatory learning methods so that students are familiar with and use these various learning methods. In this case, Mukhlis revealed:

*After the LSE/PKH learning was carried out, the students' self-confidence increased. For example, students are able to do presentations independently, play roles well when playing dramas, role plays or simulations, enjoy game-based learning, and so on. With the varied learning methods, the children are more enthusiastic and proactive. (Interview: Mukhlis, 2020).*

A student parent on behalf of Yuni Fasiati stated: "After children learn LSE, they are able to use various learning methods such as: group work, role playing, and doing tasks independently." Vranda & Chandrasekhar (2011: 10) said that LSE is able to form activities that allow children to act proactively. This is in accordance with the results of the study that showed that through LSE learning, students can understand and get used to practicing various types of learning methods. When presenting independently, this method leads students to be confident, able to play the role well when their friends appear. Likewise, when they play drama/role play, simulations, or learn based on games and variations of other interesting learning methods, varied learning methods make students more enthusiastic and proactive.

### **Independence from the Aspect of Fulfilling Social Needs**

#### ***Students Are Able to Overcome Bullying Problems***

Bullying is an attitude and speech that aims to demean or insult other people, this phenomenon is rife everywhere including in the school environment and has even become entrenched and it is considered something normal. Even though the impact is very bad for someone who is bullied because in addition to causing lack of confidence, he can also be depressed and commit suicide if he does not have a good mentality. That is why one of the materials taught in this LSE is making friends, in which it explains how to make friends, one of which is preventing bullying. In fact, almost all themes instill the importance of mutual respect. This was stated by Mukhlis, as follows:

*Learning LSE can prevent students from bullying. This happens because almost all learning materials and activities instill the concept of sensitivity, respect for*

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*differences, and mutual respect and awareness of acts of violence including bullying. For example, female students when experiencing menstruation tend to become objects of bullying for boys, but with LSE, the boys are also equipped with an understanding of reproductive health and menstrual hygiene so that they will care more and respect their friends. Therefore, students have started to avoid bullying in their daily interactions. (Interview: Mukhlis, 2020).*

One of the objects of bullying in the school environment is the problem when a girl's menstruation leaks out. Often male students mock the girl as a result, many students are embarrassed and do not want to go to school when they are menstruating and there are often cases of permits and even skipping school due to leaks. Therefore, male students are made aware from an early age that menstruation is the nature of all women and men have a mother, sister and will have a wife, therefore men should care about women who menstruate and do not be ashamed to buy sanitary napkins for men. Close him if he is menstruating and never bully his friends. This bullying attitude is far from the concept of improving mental health as stated in the document which becomes a major part of the presence of LSE.

### ***Learners are Able to Manage the Environment***

Caring for the environment is an attitude and action that always wants to help other people and communities in need. Caring for the environment can also mean attitudes and actions that always try to prevent damage to the surrounding natural environment and develop efforts to repair the natural damage that has occurred.

The LSE independence curriculum has an impact on "children's ability to clean the house, garden and plant flowers in the yard, burn garbage, and so forth." Meanwhile, Mukhlis, explained that LSE teaches about the importance of environmental preservation as stated in the following statement:

*The LSE/PKH module contained a theme at the 15<sup>th</sup> meeting, namely concern for the environment. In this theme, LSE teachers provide students with an understanding of concepts and practical exercises/practices about caring for the environment such as climate change and its impact on the environment, identify and analyze and implement specific strategies for dealing with waste known as the 4 R's: refuse, reuse, recycle and reduce. (Interview: Mukhlis, 2020).*

This is reinforced by Dra. A. Ratnawati, who stated:

*In theme 15, students are taught concern for the environment, so students start thinking about recycling in order to reduce waste and get used to bringing refillable drinking water bottles to school instead of buying bottled water. (Interview: Dra. A. Ratnawati, 2020).*

Nur Rahmah Sari stated:

*After learning LSE, we are able to recognize and manage the surrounding environment well, for example cleaning the bed every day, helping parents clean the house and planting flowers, vegetables, and family medicinal plants (toga) in the yard. (Nur Rahmah Sari Interview, 2020).*

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Based on the observations at the location, the teachers prepare a large gallon in each class for students' drinking water. Students like this method because it can save costs and reduce plastic packaging waste for drinking water. The LSE independence curriculum has a positive impact on the ability of students to care about the environment. This is evidenced by the existence of one material/sub-theme of the LSE/PKH module, which is the theme/meeting 15 concern for the environment. In this theme, LSE teachers provide understanding to students about concepts and practical exercises/practices about caring for the environment such as how students understand climate change and its impact on the environment, how they are trained to recognize and analyze and apply specific strategies to deal with waste generated by the environment. known as the 4 R's: refuse, reuse, recycle and reduce. This curriculum is able to improve the quality of life through improving health, living organisms, the environment, global scientific issues, and ways to preserve them (Radi, 2021: 15). Reducing waste can be done by using other alternatives, for example by using refillable drinking water bottles and using a basket when shopping at the market and no longer using plastic bags and other single-use packaging.

### ***Students are Able to Overcome Child Marriage Problems***

Learning the LSE independence curriculum can prevent child marriage. As stated by Sarifa Suhra as follows:

*With LSE, students are able to overcome the problem of child marriage. This happens because in LSE, children are given an understanding of the dangers of child marriage including: dropouts, the rate of maternal and child mortality is very high due to premature reproduction, domestic violence due to poverty, stress, and depression. Several cases of child marriage, will result in divorce, malnutrition and stunting/ experience obstacles in physical growth. LSE teaches critical thinking so that children will think 1000 times about getting married early, refuse, and dare to say stop child marriage. (Interview: Sarifa Suhra, 2020).*

With the implementation of the LSE independence curriculum at the UNICEF pilot project school, children will be protected from child marriage because they will be aware of the bad effects of this type of marriage, so they dare to refuse child marriage by maintaining relationships so as not to get pregnant out of wedlock as the main result of child marriage.

This is in line with what Mukhlis stated, as follows:

*With LSE/PKH learning, students are able to overcome the problem of child marriage. This is indeed one of the main focuses of LSE implementation in Bone, namely preventing and reducing cases of child marriage which is very high in Bone where cases of child marriage aged 16-19 years in Bone reached 2,244 cases of girl marriage and 44 boys. (source: Ministry of Religion, Bone Regency 2019). With the LSE which gives life skills to students to dare to communicate with their parents, dare to say no and make their own decisions when their parents will marry them off at an early age. (Interview: Mukhlis, 2020).*

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One of the objectives of implementing LSE in UNICEF pilot project schools is to prevent child marriage in addition to instilling a number of life skills that can lead children to become independent and responsible in dealing with various situations. This was confirmed by H. Sumardi, who stated:

*Since the implementation of LSE learning at SMP 2 Ajangale, reducing the rate of child marriage, this can be seen from the number of cases of early marriage in this school which did not exist in this year. This is different from previous years, where there are always some students who drop out of school due to marriage. (Interview H. Sumardi, 2020).*

Prioritizing children's education is a powerful strategy for preventing child marriage and ensuring that children can fulfill their potential. According to Nick Baker (2019) that by delaying marriage and pregnancy, child reproduction will be healthy and children can afford and care for their children, leading to healthier families from generation to generation. It also encourages the fulfillment of rights and obligations as women, in demanding education and teaching, a decent life, and developing their potential.

## **CONCLUSION**

The impact of the implementation of the Life Skill Education Independence Curriculum for students of the UNICEF Pilot Project Junior High School in Bone Regency is seen in the independence of meeting personal needs in the form of: students are able to be independent, students acquire life skills, students are able to overcome problems of Menstrual Hygiene Management (MKM), and students know and are able to practice various learning methods. Other independence in terms of meeting social needs, in the form of: students are able to overcome the problem of bullying, students are able to manage the environment, and students are able to overcome the problem of child marriage. This study found the impact of LSE on the independence of students well, but this curriculum has not been fully implemented at every level of education. Therefore, it is expected that school principals and related agencies, as well as district governments will pay special attention to the implementation of LSE, both in the form of budgeting, increasing LSE activities, as well as PERPU on LSE.

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