

## Comparison of Life Skills in Late Adolescents Majoring in Science and Social Studies

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**Abstract.** Adolescence is a transitional period from children to adults. Adolescents must be able to make decisions, think critically, evaluate themselves, have self-identity, and be close to their creator. All of these things are included in life skills. Life skills are the ability of a person to survive and live. For this reason, life skills are essential for everyone who strives to have a better life. This study aims to determine whether there are differences in life skills in science and social studies majors, with a sample of 204 participants. The method used in this study is quantitative research with comparative analysis and using questionnaire distribution. The results showed that the hypothesis test found that the significance value was  $0.67 > 0.05$ , which indicates no significant difference in the life skills of science and social studies majors. It was also found that the science department is superior in interpersonal communication, problem-solving, and identity development. Meanwhile, the social studies department excels in the interpersonal dimension of physical fitness. Science majors get the highest points for problem-solving, and social studies majors have the highest points for identity development.

**Keywords:** *Life Skills, Late Adolescents*

**Abstrak.** Remaja merupakan masa peralihan dari anak-anak untuk bisa menjadi dewasa. Para remaja dituntut untuk bisa mengambil keputusan, berpikir kritis, bisa mengevaluasi dirinya sendiri, memiliki identitas diri, hingga dekat dengan penciptanya. Semua hal tersebut masuk dalam life skills. Life skills adalah kemampuan untuk seseorang bisa bertahan untuk hidup. Penelitian ini bertujuan untuk mengetahui apakah ada perbedaan life skills pada jurusan IPA dan IPS, dengan jumlah sampel sebanyak 204 partisipan. Metode yang digunakan dalam penelitian ini, yakni penelitian kuantitatif dengan analisis komparatif dan menggunakan penyebaran kuisioner. Hasil penelitian menunjukkan bahwa uji hipotesis didapati bahwa nilai signifikansinya  $0,67 > 0,05$  yang dapat diartikan tidak ada perbedaan signifikan pada *life skills* jurusan IPA dan IPS. Didapati juga bahwa, jurusan IPA lebih unggul dalam dimensi interpersonal communication, problem solving, dan identity development. Sedangkan, jurusan IPS unggul dalam dimensi interpersonal physical fitness. Jurusan IPA mendapatkan point paling tinggi problem solving dan jurusan IPS memiliki point paling tinggi identity development.

**Kata kunci:** *Kecakapan Hidup, Remaja Akhir*

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## **Introduction**

Adolesen, commonly known as adolescence, is the transition period from children to adults and is also a golden period for someone who cannot be repeated a second time. Hurlock states that adolescence begins when the child is sexually mature and ends when the child is declared a legal adult. Hurlock also states that adolescence is divided into two parts, namely early adolescence (13 or 14 years to 17 years), where, at this time, there is a lot of imbalance. As for late adolescence (17 years to 20 years), adolescents always want to be the centre of attention, stand out compared to others, be idealistic, and have high ideals, passion, and great energy (Octavia, 2010). According to Santrock (2011) states that the power of thought that develops during the adolescent phase can open new cognitive or social horizons, and the socioemotional of a teenager also indeed develops, where adolescents can understand themselves and search for the identity of the teenager, until there are changes in adolescent relationships with family to their peers in a cultural context, to such as juvenile delinquency to depression can be felt by a teenager.

Adolescents must be able to make decisions, think critically, evaluate themselves, have self-identity, and be close to their creators (Santrock, 2011). All of these things are included in life skills or life skills. Life skills are fundamental for everyone who struggles to live; in other words, life skills are the ability for someone to survive and live (Noor, 2015). Life skills help people solve all life problems actively or proactively (Yuliwulanda, 2017).

The concept of education based on life skills is expected to be a provision for all students to live well in the future (Yuliwundana, 2017). The life skills education program is a program that can provide education about practical skills that can be used related to the needs of the job market, business opportunities and economic

and industrial potential around the community. These life skills also have a broad scope, where interacting with knowledge is essential to being more independent (Noor, 2015). For this reason, it is also an essential curriculum, teaching teams, and others that can support learning about life skills. It is hoped that children will also receive a good education in life skills.

SMA Negeri 3 Kupang is one of the schools targeted by the final teenagers to get a seat at the school. They reported from VictoryNews that PPDB online registration at SMAN 3 Kupang is only open for 17 minutes because registration is complete. Many students excel in both academic and non-academic fields. In the non-academic field, it was written by DBL.id that SMA Negeri 3 several times won the Honda DBL East Nusa Tenggara, with two consecutive years ranked first, and in the academic field, quoted from Poskupang.com that SMAN 3 Kupang won the CCM level of SMA/MA mainland Timor island, Semau island, and Rote Ndao. SMA Negeri 3 Kupang has several gaps, where many students are more interested in entering the science department than social studies—proven by the Q&A session between researchers and VM. In the Q&A session, VM said that at the beginning of the class division, many students who received social studies classes chose to transfer to the science department because they would have more comprehensive college or job prospects, an example being VM itself.

To find out more, researchers conducted interviews. In an interview with a BK teacher who is familiarly called Mr Arnus, Mr Arnus stated that at the beginning of the division of majors, quite a lot of students wanted to transfer to the science department because there were their reasons. Furthermore, for relationships between others, Mr Arnus said that the relationship between relatives, friends, and teachers is more dominated by the social studies department, where the social studies department has better familiarity and socialization due to different time demands between science or social studies majors. However, overall, the relationship between friends and teachers is quite good.

### **Method**

The type of research to be used in this study is quantitative research with survey methods using comparative analysis hypothesis tests. The sample to be used is 204 XII students majoring in science and social studies at SMA Negeri 3 Kupang, spread over 11 science and three social studies classes. Therefore, the distribution of samples was divided into two equally: the sample of the science department was 102 participants, and the social studies department was 102 participants. The data collection technique in this study is using the scale-filling method. The samples will fill out the scale given using the Likert scale type. The Life Skills scale used in this research is the Life-Skills Development Scale-Adolescent Form (LSDS-B) compiled by Gazda, Ginter, and Darden (1991), which has been translated and adapted by Febry Hermawan (2017) has four dimensions of life skills by Brooks (1984), namely interpersonal communication/human relations, problem-solving/decision making, physical fitness/health maintenance, and identity development/purpose in life and has 65 items. After the validity test, nine items were dropped because they did not meet the Aiken  $v$  value standard with a value of 0.65. Fallen items include numbers 3, 6, 11, 12, 28, 39, 44, 47, 62. The reliability test used was Cronbach's Alpha, which scored 0.916.

### **Result**

#### **Statistical Descriptive Test**

Test the data description obtained using IBM SPSS Statistic 26 for Windows. A description that provides an idea of the average data, standard deviation, minimum value, and maximum value was found. Here are the results of the descriptive analysis.

Table 1

*Descriptive Test of Statistics on Students majoring in Science and Social Studies*

	N	Minimum	Maximum	Mean	Std. Deviation
Life Skill	204	139	260	195.0686	23.10621
Valid N (listwise)	204				

Based on the descriptive test above, it is known that the minimum value is 139 and the maximum 260, with a range of 121, while the mean and standard deviation are 195.06 and 23.1, respectively.

**Life Skills Categorization Level**

The categorization uses three categorizations calculated using the standard normal distribution curve:

Table 2

*Life Skills Categorization Table*

Variable	Range of Values	Category	IPA		IPS	
			Sum	Percentage	Sum	Percentage
Life Skills	198≤X	Tall	57	27,94%	40	19,6%
	138≤X<198	Keep	45	22,06%	62	30,4%
	X<138	Low	-	-	-	-
Total			104	50%	104	50%

From the table above, it can be seen that from 204 participants in this study, 104 students majoring in science, of which 45 students (22.06%) had medium life skills and as many as 57 students (27.94%) had high life skills. As for social studies students, a total of 104 students, with 62 students (30.4%) having medium life skills and 40 students (19.6%) having high life skills.

**Normality Test**

The Normality Test used in this study uses the Kolmogorov Smirnov Test, calculated using IBM SPSS Statistic 26 for Windows. A data is normal if the probability (sig.) > 0.05. These results show that the data is normally distributed with variable significance of  $0.20 > 0.05$  or  $p > 0.05$ .

**Homogeneity Test**

The homogeneity test used the Levene test uses IBM SPSS Statistic 26 for Windows. Data can be considered homogeneous or come from a population with the same variance if the significance value (sig.)  $\geq 0.05$ . Based on the result, it is known that the data is distributed homogeneously or comes from a population with the same variance with the variable significance of  $0.89 > 0.05$  or  $p > 0.05$ .

**Test the hypothesis**

The hypothesis test used is an independent t-test using IBM SPSS Statistic 26 for Windows. Hypothesis research is carried out to determine whether the hypothesis proposed is true or not. Here are the results of the hypothesis test.

Table 3  
*Hypothesis Test Results*

		t-test for Equality of Means						
		T	Df	Sig. (2- taile d)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						Lower	Upper	
Life Skills	Equal varianc es assume d	1.841	202	.067	5.922	3.217	-.421	12.264
	Equal variances not assumed	1.841	201.768	.067	5.922	3.217	-.421	12.264

The table shows that the t value is 1.841 with a significance value of 0.67 (sig>0.05). It can be concluded that there is no significant difference in life skills between science and social studies majors.

### **Discussion**

In the questionnaire distributed, it was found that the science department was superior in interpersonal communication/human relations, problem-solving/decision-making, and identity development/purpose. Meanwhile, the social studies department excels in the interpersonal dimension of physical fitness/health maintenance. The science department gets the highest point of problem-solving/decision-making, and the social studies department has the highest point of identity development/purpose in life (appendix 7). Differences in each department or person make participants superior in one dimension to another.

Researchers also had the opportunity to interview two students majoring in science and social studies. Based on the interviews conducted, science students tend to be able to develop answers compared to social studies students. Science students are more expressive and informative in providing information, telling themselves and developing answers to the questions given compared to social studies students who are unable to develop answers and only give short answers. According to Papalia and Olds (in Jahja, 2011), social development is characterized by better changes in interaction or something related to others. Brain development is also one factor supporting the creation of a teenager's personality. According to Nasution et al (2023), the proper hemisphere functions for socialization, communication, interaction with other humans, and control of one's emotions. For this reason, the function of the right brain in social development is tied to one another to make a teenager have good socialization, communication, interpersonal communication, and human relations. These things also strengthen students in the science department to be superior in the interpersonal communication/human relations dimension compared to students in the social studies department.

Hurlock stated that a teenager in the final stage will not vent his emotions in front of a crowd, but the late adolescent will wait for a more appropriate time and place to vent his emotions in ways that will be more acceptable to those around him. In the Problem-Solving/Decision-Making dimension, science students are better able to express emotions. For example, they can express themselves through crying and solve problems directly with related individuals. Compared to social studies, students who prefer to solve problems with the help of teachers and tend to be silent when angry. This is also why science majors have the highest points in the Problem Solving/Decision-Making dimension. A teenager has his way of venting emotions. According to Piaget, teenagers think more abstractly, idealistically, and logically. According to Nasution et al. (2023), the right brain controls emotions, and the left makes logical decisions and does everything with calculations. The left and right brains are related to each other to overcome problems with consideration and logical thinking so that their problems can be adequately solved.

In Physical Fitness/Health Maintenance, science and social studies majors care about health, such as participating in extracurricular sports or extracurriculars that require physical exercise to do their own sports at home. According to Nasution et al. (2023), the right brain has all types of creative activities, including creating ideas to maintain one's health. In the Physical Fitness/Health Maintenance dimension, social studies majors are superior to social studies students (appendix 7).

In the dimension of identity development/purpose in life skills, both students from the science and social studies majors showed self-acceptance, which was marked by the growth of feelings of self-love. According to Erik Erikson (in Santrock, 2011), adolescents will be in the identity stage versus identity confusion (identity vs identity confusion). At this time, teenagers must decide who they are, how they are, and what goals they want to achieve. It is also proven that science and social studies majors have high points in identity development/purpose in life skills. Social studies students get the highest points between dimensions in this dimension, even though science students have several points ahead.



Based on the data that has been collected and the results of interviews, it can be estimated that science students dominate high categorization, one of which is because they are more informative and can develop answers. In the interview results, it was also found that science students are more familiar and more open than social studies students. However, other factors make science students dominate the high category compared to social studies. For example, in the development of personality, cognitive, and social, to peers who are very attached to the decision-making of a table, until in the end, it was found that there was no significant difference in the life skills of students majoring in science and social studies.

### **Conclusion**

Based on the results of the data analysis to the discussion, it was found that there was a difference in the mean value between the science department of 198.73 and social studies of 192.11, where it can be seen that the mean value of the science department is higher than the social studies department. According to the hypothesis test conducted, it can be seen that the significance value is  $0.67 > 0.05$ , and it can be interpreted that there is no significant difference between science and social studies majors. In the science department, there were 57 students (27.94%) with high life skills and 45 students (22.06%). In the social studies department, 40 students (19.6%) have high life skills, and 62 (30.4%) have medium life skills. Both science and social studies majors do not have students who have low life skills.

### *Suggestion*

The suggestions given are, for related agencies, it is hoped that they will be more aware and further improve the life skills that students have possessed. For students majoring in science and social studies at Sman 3 Kupang, it is expected to improve life skills for the future and be more active and proactive in solving problems; take care of their health, love yourself, and establishing relationships with others. Future researchers are expected to conduct more comprehensive research,

develop the results of broader discussions, see the factors that affect existing life skills, and develop research variables that have been better studied.

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