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Exploring the model of thematic life-based learning strategic

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Abstract

This research aims to develop a learning strategy model that integrates life-based learning with thematic life-based learning. The approach used in this study is a qualitative approach through literature review techniques, deep interviews with experts and in-depth studies conducted by the author. The thematic life-based learning strategy model consists of seven stages of thematic learning which are adopted and reviewed including orientation, assignment, information gathering, information processing, preparation of student reports, submission of student reports, and the assessment stage. Life-based learning has six key characteristics including the development of the will and abilities of students, recognition of each student as a unique person, gathering information from multiple sources, forms of responsibility for learning in students by maintaining a balance between integrity and utility, recognizing differences opinions, and promotes learning oriented to the unique strengths of individuals. This research has implications for students to develop their abilities and for educators to provide guidance in a better direction and provide optimal facilities for the achievement of learning objectives.

Keywords: Life-based learning, thematic life-based learning, learning strategic

1. Introduction

Implementation of thematic learning places a very important emphasis on students to (1) help understand why they do what they do, (2) show interrelated relationships between disciplines that allow the transfer of learning from one context to another, 3) help to understand the relationship of the material to be studied, and 4) facilitates the acquisition of knowledge that is integrated with life (Lipson *et al.*, 1993) ^[1]. The advantage gained through learning through themes is to increase the breadth and depth of learning. In addition, learning through themes provides metacognitive awareness to students (Pappas, 1990) ^[4]. The ease in planning theme learning is as an integrated work unit, based on interests and topics that are appropriate for developing students' capacities and capabilities (Murdoch & Wilson, 2004) ^[2].

Life-based learning recognizes the capacity and capability development of each learner in learning knowledge and skills for life. Life-based learning believes that what is learned outside the school environment is an important thing that is centred on real-life learning and work-based learning (Sudira, 2015) ^[8]. Life-based learning forms whole human beings who are interrelated and inseparable in social life as a whole to develop individual abilities and explore various sources in life-based learning.

Life-based learning focuses on a person's life at any time and any learning source (Staron, 2011) ^[7]. Furthermore, life-based learning focuses on developing a person's will and ability as a whole in meeting all his life needs (Pavlova, 2009) ^[5]. Constructivist learning is not just students learning at school or in class but students engaging in the community environment which is a part of life-based learning in solving life's problems (Mustaji, 2018) ^[3]. Based on the description of this background, the problem to be studied in this research is how to develop a learning strategy model that always pays attention to students' frameworks in a holistic way, focuses on the real world and is under the lives of students. Thematic life-based learning strategy is a learning strategy that combines thematic learning strategies with the key characteristics of life-based learning. This learning strategy model has important characteristics, namely to unite various aspects of learning in the real life of students by facilitating learning activities through real life.

2. Material and Methods

The approach used in this paper is a qualitative approach through a literature review combined with deep interviews with experts who are experts in the field of education.

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This paper integrates the main reference sources that form the basis of this paper (Murdoch & Wilson, 2004; Peddle *et al.*, 2006; Staron, 2011; Wilson & Jan, 2003) ^[6, 2, 7, 9], and in-depth studies conducted by the author through deep interviews with experts and literature review. In addition to these four main references, researchers also collect data from books and other articles that are relevant to the object of research to deepen study findings regarding thematic life-based learning strategy models.

3. Results and Discussions

3.1 Life-Based Learning

Life-based learning is learning that can develop the abilities of each student and the need to provide a balance between creativity and standardization, innovation and uniformity, as well as control and systems that regulate students. Life-based learning focuses on students in all phases of their lives at all times and learning sources (Staron, 2011) ^[7]. Life-based learning strategies focus on developing the capabilities (will and ability) of students as a whole in meeting all their life needs (Pavlova, 2009) ^[5].

Life-based learning recognizes that every individual has knowledge and skills that are not visible and recognized by the organization even though they contribute significantly to their lives. Life-based learning believes that what is learned outside the classroom is a very important aspect. Life-based learning centres on expert learning and work-based learning. This learning model has the potential to develop a framework for building students' abilities.

The keys to life-based learning competencies include: (1)

utilizing the surrounding environment as a source of meaningful learning and experience, (2) a balance between integrity and utility (3) a shift in learning responsibility for each individual, (4) a shift in organizational roles, (5) recognizes contradictions, (6) invests in developing the potential of each individual, and (7) critically acknowledges human character. Thus, life-based learning is a process to acquire knowledge and skills to understand the nature of life, be skilled in solving life's problems, and live life in a balanced and harmonious way. The concept of a life-based learning strategy reveals that learning from life is real learning. Real school is the experience of his life in society. Real education is the overall process that students go through throughout their lives such as what needs to be learned, how to learn effectively, how do we change, how do we live in values, and how can we live together in peace, harmony, balance, fun and happiness.

Life-based learning seeks to produce useful knowledge, namely knowledge that builds life habits that benefit fellow human beings. All three (science, art, and religion) must develop side by side and be used properly in building achievement and harmony (Sudira, 2015) ^[8]. In the perspective of the world of education, life-based learning is learning to form a complete human being. Life-based learning contains the concept of humanizing humans with all the values and essence of life and education for all citizens, not education for only some citizens. The key characteristics of life-based learning (Peddle *et al.*, 2006) ^[6] are illustrated as gears with 10 leaves in Figure 1 (Staron, 2011) ^[7].

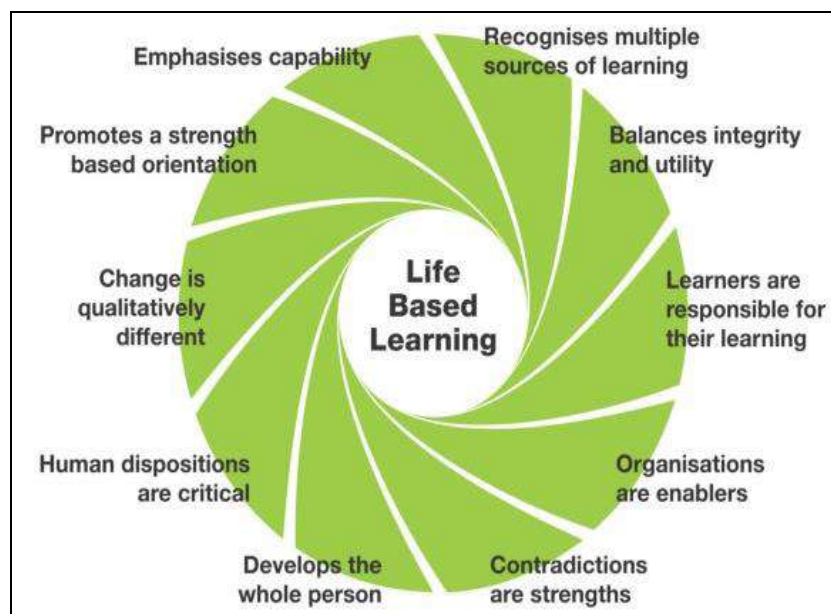


Fig 1: Life-Based Learning

Life-based learning is like a gear rotation cycle with ten elements that produce interconnected patterns. The ten elements include: (1) emphasizing the development of capabilities, (2) promoting learning that is oriented towards the strengths of each individual as a unique person, (3) recognizing various learning resources in every learning event and experience, (4) learning requires a balance between integrity and utility, (5) a shift in learning responsibility in each child, (6) a shift in the role of the organization from providing learning programs to creating the best environment, (7) recognizing that contradiction is

strength, (8) investing in the development of each individual, (9) recognizes humans as critical individuals, and (10) values change is qualitatively different (Figure 1).

3.2 Thematic Life-Based Learning

Thematic life-based learning is a learning strategy that integrates theme-based education with life-based education. Thematic life-based learning aims to provide provisions for students in social life. Life skills are an educational orientation that synergizes subjects in elementary education to produce life skills needed by students, wherever they are,

working or not working, and whatever their profession. Life skills are the ability and courage to face life's problems, and seek and find solutions to overcome them proactively and creatively. Through the provision of good life skills, students are expected to be able to solve the problems of life they face, including finding or creating jobs for those who do not continue their studies. Thematic life-based learning is constructive learning that describes life-based learning.

3.3 Model of Thematic Life-Based Learning Strategy

Based on an in-depth and comprehensive study, regarding the stages of thematic learning (Murdoch & Wilson, 2004; Wilson & Jan, 2003) [2, 9] and the characteristics of life-based learning (Peddle *et al.*, 2006; Staron, 2011) [6, 7], a thematic life-learning strategy model was developed which consists of thematic life-based learning stages and characteristics of life-based learning. The development of this model is based on several considerations. First, the stages of learning (Murdoch & Wilson, 2004; Wilson & Jan, 2003) [2, 9] still show several steps that are not yet clear to apply, so some adaptations are necessary. Second, the model currently being developed is to produce learning steps that suit the characteristics of students. When examined closely, these learning steps are still very general. The specific

embodiment of the learning stages can be seen in the learning scenarios because the preparation of learning scenarios is based on the learning stages.

Thematic life-based learning stages are a development from the previous ones (Murdoch & Wilson, 2004; Wilson & Jan, 2003) [2, 9] consisting of seven stages including (1) orientation, (2) giving assignments, (3) gathering information, (4) processing information, (5) preparation of student reports, (6) submission of student reports, and (7) assessment to measure the achievement of learning objectives (Table 1). The seventh stage, namely the assessment, is the result of further development based on a literature review and deep interviews with experts. In this learning model, there are six key characteristics of life-based learning which include: (1) developing the will and abilities of students, (2) recognizing each student as a unique individual, (3) gathering information from multiple sources, (4) the form of learning responsibility in students by maintaining a balance between self-integrity and the usefulness of the knowledge learned, (5) recognizing differences of opinion, and (6) promoting learning oriented to unique individual strengths, creating good learning organizations, investing in the development of all group members, and practising individual responsibility.

Table 1: Stages of Thematic Life-Based Learning Learning Strategies

Stage	Learning Steps	Teacher and Student Activities
1	Orientation	<ul style="list-style-type: none"> ▪ The teacher conveys the themes and sub-themes that will be mastered by students. ▪ The theme and sub-themes have been determined by the teacher ▪ The teacher conveys the steps of learning in general. ▪ Learners form small groups of 4-6 children. ▪ Development of the will and ability of learners (characteristic of life-based learning)
2	Assignments	<ul style="list-style-type: none"> ▪ The teacher gives assignments to each group in the form of student worksheets to collect information regarding the sub-themes discussed. ▪ The teacher gives directions about the tasks to be done by each group. ▪ Recognition of each learner as a unique person (characteristic of life-based learning)
3	Collecting information	<ul style="list-style-type: none"> ▪ In groups, students collect information by reviewing video/film shows, reading texts and field observations. ▪ Teachers monitor and encourage students to gather appropriate information. ▪ The teacher acts as a facilitator of learning. ▪ Collection of information from multiple sources (characteristic of life-based learning)
4	Processing	<ul style="list-style-type: none"> ▪ Students brainstorm in groups to analyze, compare and synthesize the information that has been collected. ▪ The teacher monitors and encourages students to process (analyze, compare, and synthesize) information that is appropriate for the benefit of the knowledge being learned (characteristic of life-based learning).
5	Preparation of reports	<ul style="list-style-type: none"> ▪ Learners compile information that has been managed in the form of explanations or descriptions in writing by the tasks given by the teacher. ▪ Teachers monitor and encourage to compile reports. ▪ Acknowledge differences of opinion (characteristic of life-based learning)
6	Report presentation	<ul style="list-style-type: none"> ▪ Learners present information that has been compiled in written form, presentations, performances, products, and others. ▪ The teacher acts as a moderator, facilitator and mediator who regulates the presentation of reports. ▪ Practising individual responsibility (characteristic of life-based learning)
7	Evaluation	<ul style="list-style-type: none"> ▪ Learners work on individual exercises given by the teacher. ▪ Development of the personal potential of learners (characteristics of LBL).

4. Conclusion

Life theme-based learning is constructive learning that describes life-based learning. In this learning model, students will learn through real life, through the theme of obligations and rights to life problems faced at school, family and the environment where they live. This learning model produces learning that is meaningful and based on real life, where the learning process is obtained from

interactions with facts and events, not just the results of teacher notifications.

The implications of this research are intended for students and educators. The first implication for students is that implementing life-theme-based learning strategies it can direct students to develop their abilities, including building knowledge about obligations and rights as citizens, solving problems in various life contexts related to the theme of

obligations and rights, implementing various strategies that needed, and reflect on the problem-solving process. Another implication for students is to foster stronger motivation to learn continuously and sustainably because students feel involved in the process of planning, implementing, and evaluating the learning process. Educators play more roles as facilitators and catalysts, while students act as actors seeking information and knowledge. The second implication for educators is that educators can provide guidance in a better direction and provide optimal facilities to achieve learning objectives.

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