

Life Skills Education Based on Local Excellence: Studi of State Special Schools Students in East Kalimantan

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Abstract

The research was conducted to find out the application and implementation of life skills education, as well as the supporting and inhibiting factors for the implementation of Life Skills Education conducted by SLBN in East Kalimantan. Life skills education is very important for students with special needs. With life skills education, it is hoped that it can eliminate socio-economic disparities and minimize discrimination that students with special needs often experience. The type of research used is qualitative research with a descriptive approach. Collecting research data using interviews, observation, and documentation Primary data sources are skills-coordinating teachers, school principals, and students. Furthermore, the data obtained will be tested for validity using triangulation techniques and analyzed using multi-site analysis techniques developed by collecting, reducing, presenting, and drawing conclusions. The research results that have been found are as follows: Live skills education has an important role in the life development of SLB students; full support is needed to increase competency. This will have a big impact, especially on social life. With the provision of skills, SLB students can strive to improve their standard of living. Applicable skills such as sewing, hydroponic gardening, cooking or processing food from ingredients that are easily obtained from seafood, agriculture, and plantations in the surrounding environment, as well as creating goods from materials that are easy to obtain. At the same time, they are given the skills to market their work to other people and the public. All of these activities can help students grow and develop in parallel. The realization of these live skills education activities must also get support from various parties. Both parents, the government, teachers, and, of course, the wider community serve as users, or the community serves as facilitators.

Keywords

Life Skills Education; Local Excellence; State Special School; Special Need Student

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1. INTRODUCTION

The challenge of higher education for SLB certainly also has its meaning, as does how SLB responds to the challenges of the development of science and technology so that it can answer all the challenges it faces. The progress in science and technology that is getting faster will certainly be difficult for SLB students to deal with if they do not have special skills (Pratiwi, 2016). SLB's efforts in responding to the challenges of scientific and technological advances are to provide educational services needed by students (Francis et al., 2021). The form of educational services for SLB students is to provide certain skills training (Adibsereshki et al., 2015a).

In addition to improving cognitive and affective aspects, education in special schools also improves students' abilities in social and motor aspects. Even for certain students, improving the social-motor aspects is very important (Rahmawati & Abdul Basith, n.d.) because special needs students cannot be forced to improve their cognitive abilities under certain conditions. For example, students with below-average Intelligence Quotients (IQ) will struggle to develop their cognitive abilities (Travers et al., 2022). Therefore, it is necessary to provide education to improve aspects other than cognitive aspects of the learning of students with below-average intelligence levels (Ayres et al., 2013).

The services needed to improve social motor skills are to provide certain skill training that students can follow according to their needs (Kusumaningtyas, 2017). This form of learning aims to improve students' life skills in SLB. Life skills are separate knowledge and aptitudes to function effectively and take advantage of experience interruptions (Brolin, 1997). Life skills education aims to equip SLB students to face the challenges of developing science and technology and societal progress (Mursiawati et al., n.d.). Life skills education owned by SLB students can be used to improve their quality of life (Adibsereshki et al., 2015b). Thus, it can be interpreted that Life skills education is very important for SLB students.

Improving the quality of life for SLB students who have life skills will be different from improving the quality of life for SLB students who do not. Because students who have life skills can produce work useful in everyday life (St. Aisyah & Sakina, 2020). The life skills SLB students learn positively impact them (Adibsereshki et al., 2015a). With life skills, SLB students do not depend on others for their lives (Doerr & Doerr, 2015). At certain times, SLB students need independence for survival (Borodina et al., 2017); even the life skills possessed by SLB students will be of great benefit when they graduate from school (Permana et al., 2020). Life skills are the main provision that must be possessed by students graduating from special schools (Kusumaningtyas, 2017). By having life skills, special school graduates can compete with public school students (Geller & Greenberg, 2009). It could even be that students who graduate from special schools are superior to normal students by having life skills. Life skills education aims to provide skills and experience that SLB graduates can use after leaving school (Diana et al., 2021). They can use the skills they get from school to survive in society.

The life skills taught or trained to State SLB students in East Kalimantan are not just any skills. However, skills that match the needs of students and, of course, life skills that can be used for student life in society. Before providing life skills education for students, the State SLB in East Kalimantan must first look at the needs of the students and the needs of the community (demand in the community). This is done to minimize the failure of students in social life. Life skills based on local excellence are an alternative answer to the needs of students and the community. With life skills that refer to local needs in the community, SLB students can compete with others to produce a product or work (Goodship, 1990).

Based on empirical research conducted through field observations, researchers found several problems. One is that many children with special needs in cities or villages in the East Kalimantan region are not equipped with qualified life skills. Either the child is already in school, or they choose not to attend school. This causes a sharp socio-economic gap. Providing life skills for children with special needs is, of course, the responsibility of all parties. Both parents, educational institutions, and

government institutions in this study, educational institutions, especially state special schools, became the main object of research data. Because State SLB is one of the institutions that makes a positive contribution to the implementation of Life Skills Education, especially in State SLB in the East Kalimantan region, Education held in SLB according to the special education curriculum and special services must be accompanied by vocational content or provide expertise and skills education to students. This is certainly an interesting discussion to be studied and discussed in depth. The implementation of education carried out at state special schools in East Kalimantan is by the special education curriculum of the Directorate of Special Services, Ministry of Education and Culture, and Research Technology of the Republic of Indonesia. This needs to be investigated further as this research aims to determine the importance of life skills education, its implementation, and the supporting and inhibiting factors.

2. METHOD

The research was conducted to learn about the implementation of Life Skills Education by SLBN in East Kalimantan. This type of research is qualitative research with a multi-site approach. The schools sampled in this study were Balikpapan SLBN, Sangatta Kutai Timur SLBN, and Bontang SLBN. Collecting research data using interviews, observation, and documentation Interviews were conducted to determine the implementation of life skills education activities, the objectives of implementing life skills education, the types of life skills implemented in each school, and the factors that support the implementation of life skills education. Observations were made to observe student activities carried out during the data collection process related to types of life skills and to collect documents related to life skills education activities that schools have carried out. Primary data sources are skills-coordinating teachers, school principals, and students. Furthermore, the data obtained will be tested for validity using triangulation techniques and analyzed using collection, reduction, presentation, and conclusion techniques.

3. FINDINGS AND DISCUSSIONS

Life skills education is a mandatory activity program for students with special needs in Special Schools (SLB). Based on interviews with school principals related to the goals of life skills education, the answer was obtained that the purpose of carrying out life skills education activities in SLB is to fulfill educational needs and equal rights for SLB students (Daniels, 1998). Providing life skills education, of course, can greatly contribute to the development of students' lives (Mannix, 2009), especially in fulfilling their needs for education and skills. In addition, based on the results of observations in the field, the Life Skills Education carried out by SLB students impacts everyday life, where students can improve their skills (Observation, 2023). Assist students in developing real learning abilities to get to know the environment and relate their understanding to the conditions or needs of the environment around them (Faroga et al., 2018).

Life-skills education is carried out thoroughly and in stages. Comprehensive in the sense that the implementation of life skills education does not only provide skills to students but with the implementation of life skills education, it can also educate students in aspects of discipline, accuracy, emotional control, gratitude for the abilities they have, and training to solve problems (Brolin, 1997).

Implementation of the Life Skills Education Program

The life skills education program is implemented with sufficiently mature planning; the principal, Educators, and Education personnel strive to run the program as much as possible. Before carrying out the school principal's activities together with the school community, they carry out identification to determine learning needs about life skills. The school principal conveyed this: The implementation of life skills education in schools is programmed properly; before the activities of educators and education staff, they always prepare to implement life skills education so that students are comfortable participating in activities (Kusumaningtyas, 2017). All students are recorded first to discover their abilities, interests, and talents (Nyadzayo et al., 2020). Before carrying out a program of activities providing life skills for students, the school holds a meeting to determine what is suitable to implement these life skills, especially grouping and matching the interests of students' talents. First, students must map out which skills they want to take and observe their interests and talents in what field (Mursiawati et al., n.d.). Based on the results of observations, students are grouped into several categories to take part in the skills program. Students choose skills programs according to their interests and talents (observation, 2022). This is to facilitate the implementation of activities by dividing students into groups to be given maximum service and focus on doing their assignments thoroughly (Kusumaningtyas, 2017).

Every new academic year, the teaching and educational staff at the school plan activities by carrying out curriculum meetings and dividing tasks. This task division aims to map new students' life skills education activities. So that new students can do activities after they enter school (Roni & Hartati, 2022). Every year, the school carries out preparatory activities to run a skills or life skills program. Teachers and education personnel are invited to hold meetings to compile and prepare needs. Parents of students are always involved in compiling the program. Schools try to involve all parties in planning, implementing, and evaluating activities because all parties have the same responsibility for fulfilling the rights and needs of students at school (Mursiawati et al., n.d.)

Type of Life Skills Education in SLBN Balikpapan

Activities in schools as a form of life skills education are taught to be practiced in the field as one of the competency tests. One of the student competency tests was carried out after completing the Life Skills Education activity program. Competency tests for students aim to measure the success of Life Skills Education (Borodina et al., 2017). In the competency test, students are asked to practice in restaurants, hotels, supermarkets, and offices in Balikpapan. One of the Balikpapan SLBN students who has graduated is now accepted to work as staff at the Public Works (PU) agency (Dokumentation SLBN Balikpapan, 2022). Of the several activity programs in Balikpapan SLBN, several are based on local excellence. Local excellence-based programs at SLBN Balikpapan, according to several sources, include:

Some of the programs implemented by the Balikpapan SLBN are excellent, including programs based on local excellence. There are many opportunities in Balikpapan that student businesses can take advantage of. One of them is making crafts from acrylic materials. Acrylic materials can be assembled into flower holders, tissues, bags, wallets, and key chains. Additionally, students learn how to make gifts and can sell handicrafts they make for a higher price. In addition to making crafts, Balikpapan SLBN students are also given a make-up program, commonly called a beauty program.



Figure 1. Acrylic flowers by Balikpapan SLBN Students



Figure 2. Hantaran by Balikpapan SLBN Students

Students with talent and interest in beauty will be specially trained to apply makeup (Observation, 2022). Several beauty programs include make-up according to certain characters and make-up for beauty models. This beauty activity program provides skills for students, especially deaf students, who, after graduating from school, want to become make-up artists or even open a make-up business (Gothberg et al., 2015). Even male students who have talent in makeup are also given makeup skills.

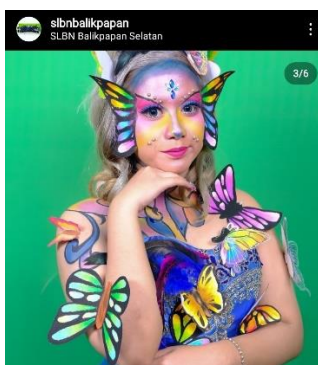


Figure 3. Make up Character by Balikpapan SLBN Students

Culinary skills: In the Culinary Programme, students are taught to make various foods. There are typical foods that are often found in the city of Balikpapan, and there are also foods that are hit. Typical foods in Balikpapan are mantau bread, iron chips made from cassava, shredded crab, and purple sweet potato dumplings." (Observation, 2022). Providing skills or life skills for students usually looks at the needs of the surrounding environment. If food souvenirs are in great demand, students interested in their culinary arts are taught to make food usually used as souvenirs. They are processing special foods made from marine resources, such as mackerel into crackers typical of East Kalimantan, namely amplang, processing crabs into shredded fish, making pempek from mackerel, processing seaweed into jelly, and dry food (Observation, 2022). Processed food products made or produced by students can be used as souvenirs. In addition, students are taught to market processed products to parents and shops

in the Balikpapan area. This aims to train students' skills in communicating, building social relationships with people in the environment, and train students in entrepreneurship (Sunardi et al., 2022). In addition, computer-based skills are also taught to students. Students are taught to operate computers; this is done because the opportunities for the digital industry today are very promising (Andarwati & Amrullah, 2016). Providing life skills based on technology and information can create job opportunities for Balikpapan SLBN students. Students are taught to make posters, edit pictures, and edit photos.



Figure 4. Culinary Life Skills Balikpapan SLBN Students

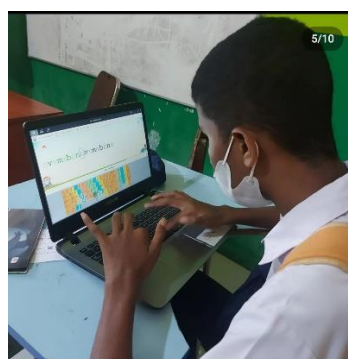


Figure 5. Information Technology Based Life Skills

Improving life skills for children or students with special needs is very necessary; students with special needs academically may be below normal children. So, the only way for children to walk side by side with normal children is to be equipped with a skill that is qualified and can be mastered by students (Adibsereshki et al., 2015b). Both technology-based skills and non-technology-based skills. Students with special needs must have at least one of these skills; it would be great if they could have both (Rüschepöhler & Markic, 2019). Due to the rapid development of technology, children can take advantage of social media for learning. Through social media, children can develop their potential (Nu'man et al., 2022). It is necessary to provide proper and correct understanding and knowledge of social media for students with special needs (Mathews, 2015).

Type of Life Skills Education in SLBN Kutai Timur

Types of Life Skills Education in the Kutim SLBN has many programs. One of the leading programs currently being carried out by the Kutim SLBN is plantation and fisheries. Students are equipped with the skills to plant vegetable crops such as lettuce, Brazilian spinach, and Phokcai mustard (Observation, 2022). These plants are cultivated using hydroponic techniques. Having large enough vacant land to be used as a greenhouse and a fairly high market demand for vegetables, the head of the East Kutai SLBN and the teacher took advantage of the existing opportunities. With a greenhouse at SLBN Kutim, in addition to meeting market demand around the school, it is also intended to provide provisions for students to hone their independent living skills (Yulisman et al., 2022). Students are given full

responsibility for managing the green hose at school. This is in line with the school principal's statement: The initial purpose of making greenhouses at SLBN Kutim was to provide students with skills in agriculture. Because farming activities are easy for anyone to do (Yulisman et al., 2022), and of course, for students with special needs. Secondly, on average, staple foods, especially vegetables, are relatively expensive in Sangatta, prompting schools to build greenhouses planted with vegetables. The harvests obtained can be sold to markets in Sangatta (Observation, 2022).



Figure 6. Life Skills Education Based Hydroponics



Figure 7. Life Skills Education Based Hydroponics

Apart from the greenhouse, the Kutim SLBN also has other excellent programs in the field of fisheries. The rest of the land behind the class that can be utilized is built for fish ponds. The fish ponds are filled with tilapia, goldfish, and catfish. Similar to making greenhouses, making fish ponds also aims to provide experience and skills to students (Wahyuni, 2018). Furthermore, the Kutim SLBN also provides skills training to students by making batik. Written batik has been taught to students since 2016. Schools collaborate with batik makers in Sangatta to teach students and teachers. Students are very enthusiastic about participating in batik activities because it is rare for other schools to provide batik skills. Students can be creative with cloth to produce a good-looking batik. The motif that is often taught to students is the East Kalimantan batik motif. With batik activities, students can be trained to express themselves through making batik patterns, the canting process, and coloring (Yanuarmi et al., 2019); besides that, batik students are also trained to improve their fine motor skills (Suharti, 2022).

Another life skill that is taught to East Kutim SLBN students is housekeeping. Students are taught to make pastries and wet cakes. The cakes prepared by the students are sold to the student's parents, and some are also sold via social media. One of the mainstay products made by East Kutai SLBN students is coal amplang. Apart from making or processing food, Kutim SLBN students are also taught to market their processed products on social media. Product marketing skills aim to hone students' marketing skills; they are also trained to be skilled at using and operating social media for useful things.

SLBN Kutai Timur collaborates with external parties to help smooth life skills education activities. External parties who cooperate with the East Kutai SLBN include PT. Pertamina and Pertamina SLBN East Kutai will get the Green House facility, which has been a means of farming students (Observation, 2022) and PT. KPC, Hotel Victory, Education Office, and Tourism Office In addition to external support, support from the school community is needed to continue supporting life skills education for students.



Figure 8. Proof of Collaboration between East Kutai SLBN and Pertamina Company

The importance of life skills education being carried out in SLB is to provide skills and experience to students (Diana et al., 2021). The application of life skills education is a form of granting humanist educational rights to students with special needs (Permana et al., 2020), which is based on the needs of students. The law, which states that all Indonesian citizens have equal rights in education, requires fulfilling this right to education (UU20-2003 Sisdiknas.Pdf, n.d.). In addition, life skills education is a learning process that can help students improve their skills (Travers et al., 2022). By providing life skills education training, students are expected to be more understanding and skilled. Life skills are the knowledge and attitude needed to equip students with the necessary needs as provisions for life (Nisa & Rustyawati, 2021).

Types of Life Skills Education in SLBN Bontang

The life skills activities at SLBN Bontang provided to students include sewing, cooking, fishing, washing motorized vehicles, and managing the school's entrepreneurial gallery. Through life skills education, students at SLBN Bontang are also taught how to cultivate fish. SLBN Bontang has a fish pond to train students to cultivate tilapia and catfish (observation, 2022). Cultivation products are sold at the entrepreneur gallery owned by the nearest school and market. SLBN Bontang has a place to wash motorized vehicles in front of the school (observation, 2022). Students are given the responsibility of managing motorized vehicle washing. The washroom is opened daily to serve people around the school to wash their vehicles.

Life skills education that is superior at SLBN Bontang and based on local excellence is cooking. The cooking equipment owned by SLBN Bontang is very complete. Bontang SLBN students are taught how to make regional foods that are the mainstay of the city of Bontang, one of which is pempek, which is typical of the city of Bontang, shredded fish, seaweed amplang, milkfish amplang, and Bawis fish chips. Bawis fish is the superior product of the city of Bontang because one of the best living ecosystems for bawis fish is in the city's waters. The following is the documentation of the Life Skills Education activities carried out at the Bontang SLBN:



Figure 9. Bontang SLBN Motorbike washing place



Figure 10. Entrepreneurial Gallery SLBN Bontang

In addition to producing food through culinary skills, students are also given sewing skills. Students who are taught to sew are selected according to their talents. The average student who is provided with sewing life skills is a deaf student. Deaf students usually better understand making patterns and measuring than other students. The tools and materials that the Bontang SLBN has for sewing are complete. Bontang SLBN has approximately eight electric sewing machines and four servicing machines. Bontang SLBN students often participate in clothing design competitions at regional and national levels, and Bontang SLBN students often win these competitions. However, in recent years, due to the COVID-19 pandemic, fish farming ponds have been temporarily emptied. Several other life skills education programs also experienced obstacles in their implementation. After COVID-19 began to subside, students were invited to return to actively carrying out life skills education activities.



Figure 11. Life Skills Education in Sewing for Bontang SLBN Students



Figure 12. Culinary Life Skills Bontang SLBN Students

Various activities to improve the life skills of SLBN Bontang students have positively impacted them (Adibsereshki et al., 2015b). Implementing life skills education for SLBN students in East Kalimantan has several educational programs that are almost the same, but the processed product results are different. Of the three schools studied, each has certain characteristics; for example, each has different processed products in the culinary life skills education program, and each has regional characteristics. This shows that even though they are in the same province and both are located on the seafront or in coastal areas, the mainstay products produced by students in each school have their characteristics. This is because the existing natural resources produced by the surrounding sea are also different. Therefore, the creative ideas of the school community, teachers, and students must continue to develop with the support of the surrounding natural resources. If the Balikpapan SLBN has locally processed food products, such as shredded crab, while the East Kutai SLBN has processed coal amplang products, then the Bontang SLBN has superior products, such as basis fish chips and seaweed chips.

The resources in the school environment greatly contribute to the progress and creativity of teachers and students. Teachers and students must continue developing skills to meet the challenges of developing the natural resources available in the environment (Setyaningsih & Sativa, 2020). Apart from that, as good facilitators, teachers must continue to provide services to students to improve their life skills (Borodina et al., 2017). Whether there is support from resources or no support, efforts must be made continuously (Fatmawati et al., 2018). In addition to cooking, students in each school are also given different skills. At Balikpapan SLBN, students are taught computer-based skills. They are invited to practice editing photos and pictures using a computer and are taught to make posters using a computer.

In addition, schools have excellent products that always contribute to the growth of micro, small, and medium enterprises (UMKM) in their respective cities. Suppose the Balikpapan SLBN has the skills to make handicrafts from acrylic materials. In that case, the East Kutai SLBN has a Green House that supplies most of the vegetables at the market in East Kutai, and the Bontang SLBN has various processed foods and clothing-making convection. These superior products are in great demand by the local community in their respective markets. Each product has the advantage of continuing to help grow UMKM in their respective cities. The products produced can contribute socially and materially to students and schools (Faroga et al., 2018).

Types of Life Skills Education can be divided into two types in its implementation in schools: generic and specific life skills (Nashori, 2016). Generic life skills, also called basic skills, are needed for all general, flexible, and goal-oriented fields of activity. In other words, generic skills can also be called soft and basic skills. Meanwhile, specific skills can be interpreted as special skills needed to complete certain tasks. Specific skills are obtained by intense learning and training to do a job easily and carefully (Setiawan & Husna, 2021). Specific skills for students can be categorized into academic and vocational skills (Jaya et al., 2018). The majority of vocational skills are taught to SLB students.

Students with special needs need to be equipped with special or vocational skills to provide independence in their lives in the future. It is important that life skills are taught to SLB students, especially those who are classified as mentally retarded, to improve their standard of living (St Aisyah & Sakina, 2020). Both personal skills and skills for society In social life, with the skills possessed, it is hoped that students with special needs will be able to adapt, live in harmony with the life of the surrounding environment, or even be able to provide benefits to the surrounding environment (Jaya et al., 2018).

Life skills based on local excellence are expected to increase student productivity in the community significantly (Wirantho et al., 2020) by maximizing the available natural resources in the surrounding environment, which is carried out in a sustainable and planned manner. This is expected to be able to meet market demand. Competency standards in local excellence-based education that are carried out planned and sustainably will have the knowledge and skills to meet community needs (Travers et al.,

2022). Sustainability means that every implementation of activities can be pursued to continue to be carried out continuously and developed according to the needs of the demands that exist in the community.

SLB students need practical skills to coexist with various types of society. For this reason, schools need to see opportunities that students can implement when involved in society (Sutarto et al., 2018). Local excellence-based skills can be an alternative school to teach holistically and comprehensively. That way, the skills possessed by students can be felt directly by the community (Gothberg et al., 2015). For example, a school that is the locus of research can produce an economic product with the support of natural resources owned by each region. The local community can consume and utilize products produced by SLB students. Thus, inclusive education based on local wisdom can help students fully carry out life functions (Wahyuni, 2018).

Findings in life skills have become an icon and part of the school's identity. Applicative skills that SLB students can carry out are one of the problems solved in improving students' ability to adapt to the surrounding environment (da Costa et al., 2018); they can also be used as an economic improvement for SLB students in the future. Examples are the skills of gardening, fishing, sewing, making food, and handicrafts that have high economic value. This is one of the solutions for students with special needs to move forward and work like normal children in general.

For the sake of equalizing good and equal social life, the role of the community environment is one of the supporting factors besides students' skills (Campbell, 2021). The opportunities provided by the community provide meaningful motivation and space for SLB students. If the community understands and provides support for equality of life for students with special needs, of course, an increase in the standard of living for students with special needs will also be realized (García, 2017). Concrete evidence for realizing this equality is provided by providing opportunities for SLB students to participate in all fields according to their abilities (Sciaraffa et al., 2018). Adequate public facilities, adequate accessibility, and other forms of support needed for SLB students will provide an opportunity for SLB students to live side by side in society (Lang et al., 2022). It is a matter of pride for parents, teachers, and all parties involved in education at ABK if SLB students can develop their potential.

Support Factors and Inhibiting Factors of Life Skills Education

Factors that support the implementation of educational life skills are certainly an opening for continuing to improve educational life skills programs in schools. By cooperating more with external parties aware of SLB students (Ainscow, 2020), students get more adequate facilities. Skills improvement facilities, equipment owned by the school, and social facilities to practice students' skills directly with support from the education office are also very meaningful for the sustainability of life skills education in schools (observation, 2022). Because the education office has a role and responsibility for the development and progress of schools, in addition, parents are also one of the cornerstones of the successful implementation of life skills education; without the role of parents, students who attend special schools cannot develop well (Rahmawati et al., 2021).

Life-skills education is carried out thoroughly and in stages. Comprehensive in the sense that the implementation of life skills education does not only provide skills to students but with the implementation of life skills education, it can also educate students in aspects of discipline, accuracy, emotional control, gratitude for the abilities they have, and practicing solving problems (Maosul et al., 2019). Agreeing with this, Liliek Desmawati stated that life skills education provides practical provisions for students to overcome various life and life problems (Desmawati et al., 2020).

The factors supporting and inhibiting the implementation of life skills education in each school are similar. One of the supporters of life skills education activities in schools is the existence of external cooperation and cooperation from the education office. Collaboration carried out by schools with external parties such as companies is to provide funding support through Corporate Social

Responsibility (CSR) and provide facilities for SLBN students to practice. By doing student practice as well as honing and testing their life skills competencies directly (McLeskey et al., 2017). So that the Life skills education of students is more applicable. In addition, funds from the education office are also one of the supporting factors for the smooth implementation of life skills education. Without government support, of course, all the activities that have been planned will not be realized. The third is support from parents of students, which makes it easy to implement life skills education that has been taught to be practiced at home (Borodina et al., 2017). The inhibiting factors that become obstacles in implementing life skills education include parents' understanding that it is not the same regarding the development of skills the school has programmed. So what the teacher teaches at school is not practiced and trained at home. So that the learning objectives do not run optimally. Therefore, parents' opinions are very influential on the continuity of the implementation of Life Skills Education for SLB students (Rahmawati et al., 2021).

4. CONCLUSION

Several life skills education activity programs based on local excellence for SLBN students in the province of East Kalimantan have been very advanced. Many products are superior at each school. The life skills activities given to SLBN students in East Kalimantan have almost the same characteristics but differ in each region. This can be seen from the findings on the culinary skills taught by each school that differ. Processed kitchen products from East Kalimantan SLBN students have characteristics according to the supply of local materials obtained by the school from the surrounding environment. In other skills, SLBN Balikpapan has the skills to make handicrafts made from acrylic, which are arranged into flowers, tissue holders, bags, and beautiful souvenirs. East Kutai SLBN has superior skills in agriculture; through greenhouses, Kutai Timur SLBN students can have farming skills easily and practically. SLBN Bontang has superior skills in sewing and processing food; processed food made by students is sold directly at the School Entrepreneur Gallery. Having results that become superior products in each school can help socialize the idea that students in special schools can compete with normal students who attend public schools. This can provide an understanding to the general public that every child has the same opportunity and acceptance. Further research can be carried out by raising a more specific theme regarding life skills education applied in other special schools.

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