Pendekar : Jurnal Pendidikan Berkarakter
http://journal.ummat.ac.id/index.php/pendekar
ISSN 2615-1421 | 10.31764
Vol. 9 No. 1 April 2026, Hal. 1-12

Evaluation of the Implementation of Life Skills Education *in* Increasing the Independence and Productivity of Students

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***Keywords*:**
Life Skills Education;
Self-Reliance;
Learner Productivity;
Empowerment;
Bibliometric Analysis;
Non-Formal Education.

ABSTRACT

Abstract: *This study aims to evaluate the implementation of Life Skills Education in improving learners' independence and productivity through a systematic literature review combined with bibliometric analysis. Data were collected from six major academic databases, resulting in 1,324 initial records. After removing 214 duplicate articles and 325 ineligible records identified through automated screening, 323 studies were retained for title and abstract screening. Of these, 285 articles were assessed for full-text eligibility, and ultimately 10 empirical studies met all inclusion criteria and were included in the final analysis. The findings reveal that Life Skills Education significantly contributes to enhancing learners' independence in emotional, intellectual, and economic dimensions, as well as increasing productivity through employability skills, entrepreneurship, and adaptive competencies. Bibliometric mapping using VOSviewer indicates that research trends are increasingly oriented toward human development, empowerment, sustainability, and socio-economic resilience. Furthermore, the results demonstrate a paradigm shift from a traditional skill-based training model to a more holistic framework that integrates personal development, well-being, and community empowerment. This study concludes that Life Skills Education plays a strategic role in non-formal education by fostering self-reliant and productive individuals. The findings also provide empirical and theoretical contributions for policymakers and educators in developing more integrated, context-based, and sustainable educational programs.*

Kata Kunci:
Pendidikan Keterampilan Hidup;
Kemandirian;
Produktivitas Pembelajar;
Pemberdayaan;
Analisis Bibliometrik;
Pendidikan Non-Formal.

Abstrak: Studi ini bertujuan untuk mengevaluasi implementasi Pendidikan Keterampilan Hidup dalam meningkatkan kemandirian dan produktivitas peserta didik melalui tinjauan literatur sistematis yang dikombinasikan dengan analisis bibliometrik. Data dikumpulkan dari enam basis data akademik utama, menghasilkan 1.324 catatan awal. Setelah menghapus 214 artikel duplikat dan 325 catatan yang tidak memenuhi syarat yang diidentifikasi melalui penyaringan otomatis, 323 studi dipertahankan untuk penyaringan judul dan abstrak. Dari jumlah tersebut, 285 artikel dinilai kelayakannya untuk teks lengkap, dan akhirnya 10 studi empiris memenuhi semua kriteria inklusi dan dimasukkan dalam analisis akhir. Temuan menunjukkan bahwa Pendidikan Keterampilan Hidup secara signifikan berkontribusi pada peningkatan kemandirian peserta didik dalam dimensi emosional, intelektual, dan ekonomi, serta meningkatkan produktivitas melalui keterampilan kerja, kewirausahaan, dan kompetensi adaptif. Pemetaan bibliometrik menggunakan VOSviewer menunjukkan bahwa tren penelitian semakin berorientasi pada pengembangan manusia, pemberdayaan, keberlanjutan, dan ketahanan sosial-ekonomi. Lebih lanjut, hasil penelitian menunjukkan pergeseran paradigma dari model pelatihan berbasis keterampilan tradisional ke kerangka kerja yang lebih holistik yang mengintegrasikan pengembangan pribadi, kesejahteraan, dan pemberdayaan masyarakat. Studi ini menyimpulkan bahwa Pendidikan Keterampilan Hidup memainkan peran strategis dalam pendidikan non-formal dengan membina individu yang mandiri dan produktif. Temuan ini juga memberikan kontribusi empiris dan teoretis bagi para pembuat kebijakan dan pendidik dalam mengembangkan program pendidikan yang lebih terintegrasi, berbasis konteks, dan berkelanjutan.

Article History:
Received : 06-02-2026
Revised : 19-02-2026
Accepted : 23-02-2026
Online : 01-04-2026

https://doi.org/10.31764/pendekar.v9i1.38172

A. INTRODUCTION

Document for human resource development in the modern era is lifelong education. This concept emphasizes that learning is not limited to formal courses; it encompasses various aspects of education accessible to every member of society, regardless of age, time, or location (Benavot et al., 2022; Boyadjieva & Ilieva-Trichkova, 2021). Non-formal education has the strategic goal of providing equal access to education for everyone in Indonesia, especially for those who lack the opportunity to attend formal education or have dropped out of school (Widodo et al., 2021; Pratama et al., 2024).

Life Skills Education, also known as Life Skills Education, is an exceptional after-school program that aims to provide students with practical skills relevant to the needs of everyday life and the demands of the workplace (Carrière et al., 2023; Yuen et al., 2021). Life Skills Education is an education that teaches the social, intellectual, and vocational skills necessary for employment or self-employment (Alieksieieva et al., 2021). This program not only teaches technical skills but also teaches soft skills that are essential to improving one's empowerment and quality of life (Tan et al., 2019; Yan et al., 2019). The 1997 Hamburg Declaration stated that life skills education is an essential human right and is crucial for facing the challenges of the 21st century. In Indonesia, there are many non-formal educational institutions, including Community Learning Activity Centers (PKBM), Course and Training Institutions (LKP), and Learning Activity Centers (SKB), spread throughout the country.

The Life Skills Education program aims to achieve two key indicators: independence and productivity. Independence refers to a person's ability to make decisions, solve problems, and manage their life autonomously without relying on others. Productivity, on the other hand, refers to a person's ability to generate economic value using their skills and abilities (Widad & Abdellah, 2022; Sairmaly, 2023). These two components are interdependent and contribute to an empowered and prosperous society. Data from the Ministry of Education, Culture, Research, and Technology shows a significant increase in the number of participants in the Life Skills Education program over the past five years. However, in-depth research is still needed to determine the program's effectiveness in producing independent and productive individuals (Patton, 2022; Mishra & Sharma, 2023).

Numerous empirical studies have demonstrated the difficulty of implementing Life Skills Education programs in the field. Similarly, Palvalin, (2019) identified several barriers, such as lack of infrastructure, poor tutor quality, and a lack of collaboration with businesses and industry. Conversely, it has been documented that Life Skills Education programs successfully transform learners from marginalized groups into productive individuals who contribute to the family and community economy (Singh & Agarwal, 2024; Adejoke, 2025) (DiSanto & Cumming, 2026). These findings suggest that a comprehensive evaluation is needed to identify the components that influence the program's success (Fischer & Sitkin, 2023; AlGerafi et al., 2023).

To improve the quality and accountability of education delivery, program evaluation is crucial. In life skills education, evaluation not only looks at inputs and processes; it also looks at outcomes and impacts. When Stufflebeam created the CIPP (Context, Input, Process, Product) evaluation model, it offered an excellent framework for comprehensively analyzing various program dimensions (Costan et al., 2021; Al-Shanawani, 2019). Context evaluation examines the program's relevance to community needs and national education policies; input evaluation examines the readiness of resources allocated to the program; and process evaluation examines how the program is implemented and any challenges encountered (Luo et al., 2024; Hood et al., 2022). Product evaluation, meanwhile, evaluates the achievement of program objectives, particularly in terms of student independence and productivity.

Several academic and practical considerations motivated this research. First, empirical research using a comprehensive evaluation approach to Life Skills Education programs is still very limited. In particular, this research only examines the program's impact on student productivity and independence using measurable indicators. Second, there is a need to identify best practices and

lessons learned from program implementation to inform policymaking and improve practice in the field. Third, it is necessary to map the challenges and opportunities in implementing Life Skills Education in the era of digital disruption, as well as changes in the labor market structure, which require changes to curricula and learning strategies. Fourth, the need for public accountability for the use of non-formal education budgets continues to grow.

Based on this background, this study aims to comprehensively evaluate the implementation of Life Skills Education, with a particular emphasis on how the program enhances learners' independence and productivity. This research will examine how the program is designed, implemented, and impacts students. It will also examine factors that contribute to and hinder the program's objectives. The results of this study are expected to provide theoretical contributions to the advancement of out-of-school education and offer practical suggestions for stakeholders on how best to optimize the Life Skills Education program as a tool for community empowerment and poverty alleviation in Indonesia.

B. RESEARCH METHODS

Paragraphs must This research uses the *Systematic Literature Review* (SLR) method combined with bibliometric analysis using VOSviewer software to comprehensively review scientific literature related to the implementation of Life Skills Education in improving the independence and productivity of learners (Afriadi & Fitri, 2025). Systematic Literature Review is a systematic, explicit, and reproducible secondary research approach to identify, evaluate, and synthesize all relevant research works published by researchers, academics, and practitioners (Marzi et al., 2025; Purssell & McCrae, 2020). This method was chosen because of its ability to provide a comprehensive and objective summary of empirical evidence on a specific topic by minimizing bias through a structured and transparent research protocol. In contrast to traditional literature reviews that tend to be narrative and selective, SLR applies strict and documented procedures in every stage of the review process, starting from the formulation of research questions, literature searches, study selection, data extraction, to the synthesis of findings.

The framework adopted in this study follows the, which have become the international standard for reporting systematic reviews. Provides a 27-item checklist and a four-phase flowchart (identification, screening, eligibility, and inclusion) that assist researchers in transparently reporting why a study was conducted, what they did, and what they found. The use of ensures that the review process can be audited and replicated by other researchers, thereby increasing the validity and reliability of the study results. Furthermore, this study also integrates bibliometric analysis using VOSviewer, a software developed by van Eck and Waltman of Leiden University, to visualize and analyze complex bibliometric networks. VOSviewer allows researchers to map scientific structures, identify research theme clusters, analyze keyword co-citation and co-occurrence patterns, and detect research trends over time through interactive network, overlay, and density visualizations.

1. Formulation of Research Questions

The research questions were formulated using the PICO (Population, Intervention, Comparison, Outcome) framework adapted for the context of a systematic review in education. The population in this study refers to students participating in out-of-school education programs, specifically life skills education, without restrictions on age, gender, or socioeconomic background. The interventions studied were various forms of Life Skills Education implementation, both generic and specific, delivered through non-formal education channels. Comparison was not explicitly stated because the focus of this study was on evaluating program implementation, not comparing interventions. The outcome focused on increasing student independence and productivity as a result of program participation. Based on this framework, this study was designed to answer seven main research questions covering aspects of publication development trends, research theme maps, causal relationships between programs and outcomes, factors influencing program effectiveness, patterns

of collaboration between researchers and institutions, as well as identification of research gaps and future research agendas in the field of Life Skills Education.

2. Search Strategy and Data Sources

The literature search strategy was designed to maximize sensitivity in identifying relevant studies while maintaining specificity to avoid noise or irrelevant literature. The search was conducted in six major academic databases: Scopus, Web of Science, ERIC (Education Resources Information Center), ProQuest Education Database, and Google Scholar for international literature, and Garuda (Garba Rujukan Digital) for Indonesian national literature. The database selection was based on considerations of educational discipline coverage, indexing quality, and accessibility to full-text articles. Scopus and Web of Science were chosen as primary databases because they are multidisciplinary databases with rigorous indexing systems and provide comprehensive metadata for bibliometric analysis. ERIC was chosen because of its specialization in education and its access to gray literature such as research reports and dissertations.

The search string was developed through an iterative process involving a combination of primary keywords derived from the research question and the thesaurus available in each database. For international databases, the search string used English with the following Boolean operators: ("life skills education" OR "livelihood skills" OR "vocational skills" OR "employability skills" OR "non-formal education" OR "out-of-school education") AND ("independence" OR "self-reliance" OR "autonomy" OR "self-sufficiency" OR "empowerment") AND ("productivity" OR "economic productivity" OR "income generation" OR "employment" OR "employability"). This string was then adapted to suit the specific search syntax of each database, such as the use of quotation marks for exact phrases, asterisks for truncation, or field tags to limit the search to the title, abstract, and keywords. For national databases, the search string was translated into Indonesian while maintaining the same logical structure. The search was not limited by the year of publication at the initial stage to obtain a comprehensive overview of research developments, but was then focused on publications from the last ten years (2014-2024) for in-depth analysis to capture contemporary trends and relevance to current conditions.

3. Inclusion and Exclusion Criteria

Inclusion and exclusion criteria were determined a priori before the screening process began to minimize selection bias and ensure consistency in decision-making. The inclusion criteria were: first, the study must focus on Life Skills Education in the context of non-formal or out-of-school education; second, the study must examine at least one outcome, namely the independence or productivity of learners; third, the study must use an empirical research design, whether quantitative, qualitative, or mixed methods; fourth, publication in the form of a peer-reviewed journal article, indexed conference proceedings, or an official research report from a credible institution; fifth, publication in Indonesian or English; and sixth, full-text available and accessible. Meanwhile, exclusion criteria included: first, studies that only discuss formal education or higher education without an out-of-school education component; second, conceptual articles, editorials, opinion pieces, or literature reviews that do not present new empirical data; third, studies that do not explicitly measure or discuss independence or productivity as outcomes; fourth, duplicate publications or different versions of the same study; fifth, conference abstracts without full papers; and sixth, studies with very low methodological quality based on the quality assessment to be conducted. These criteria were developed through research team discussions and pilot testing on a small sample of literature to ensure that the criteria could be applied consistently and produce a corpus of literature relevant to the research questions.

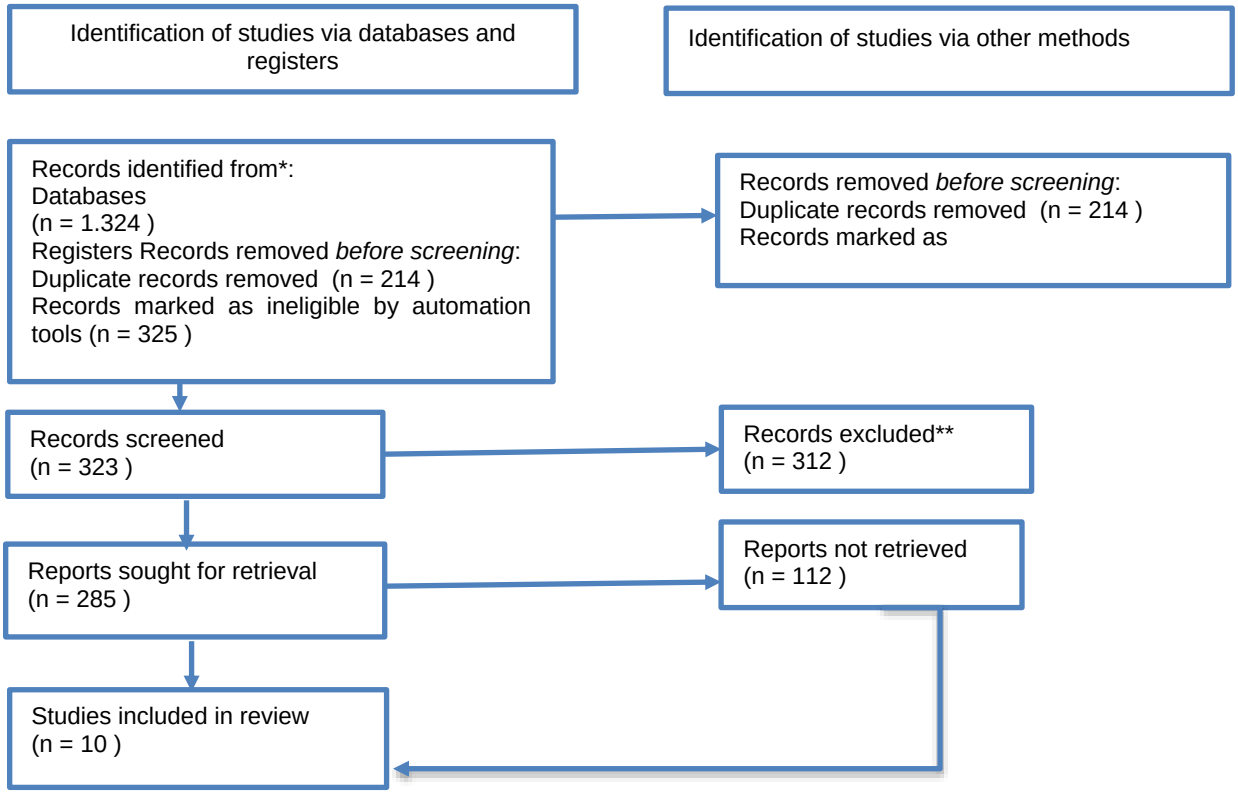

Figure. 1 Flowchart PRISMA

The article selection process for this study was conducted systematically, following the literature identification and screening process. In the initial stage, 1,324 article records were identified through searches across various databases and registries. Next, a data cleaning process was conducted, removing 214 duplicate articles and 325 articles automatically marked as not meeting the inclusion criteria by the screening tool. After this stage, 323 articles remained, which then entered the screening stage based on title and abstract.

From the screening results, 285 articles were deemed relevant and proceeded to full-text retrieval for further in-depth analysis. Further selection was conducted, considering their suitability to the research objectives, inclusion criteria, and methodological quality of each study. Ultimately, only 10 studies met all criteria and were deemed eligible for inclusion in the systematic review. These results demonstrate that the selection process was rigorous, ensuring that only the most relevant and high-quality literature was used as the basis for the analysis in this study.

C. RESULTS AND DISCUSSION

Table 1. Sytematic Literature Review PICO

Author	Population,	Intervention	Comparison	Outcome
Krüger, J. T., Höffler, T. N., Wahl, M., Knickmeier, K., & Parchmann, I. (2022). Two comparative studies of computer simulations and experiments as learning tools in school and out-of-school education. *Instructional Science* , *50* (2), 169-197.	Secondary school students studying complex and socioscientific science topics in two different learning locations: school (Study I, N = 443) and student laboratory (Study II, N = 367)	Learning using interactive computer simulations as the main method of exploring science concepts	Learning using hands-on experiments (direct experiments/physical practicums)	1. Knowledge achievement (learning outcomes/cognitive performance) 2. Situational interest (situational interest — especially epistemic & value-related components) 3. Cognitive load

Author	Population,	Intervention	Comparison	Outcome
				(cognitive load during learning)
Nwoke, C., Oyiga, S., & Cochrane, L. (2024). Assessing the phenomenon of out - of - school children in Nigeria: Issues, gaps and recommendations. *Review of Education* , *12* (3), e70011.	school-age children and adolescents in Nigeria, especially out-of-school children (OOSC) who are affected by poverty, household unemployment, geopolitical inequality, and conflict-prone areas	Government policies and programs for the universalization of basic education, including: • Universal Basic Education (UBE) • Alternative Schools • Open School Program • Child Rights Act • Global targets: MDG 2 & SDG 4	Implicit comparisons between: • Areas/groups with better vs. worse socio-economic conditions • Areas with more vs. less effective education spending & policy implementation • Conditions before and after policy interventions (based on literature data & statistical trends)	• Out-of-School Children rate • Access and participation in basic education • Relationship between socio-economic factors (e.g. unemployment) and access to education • Educational disparities between regions
Neher-Asylbekov, S., & Wagner, I. (2023). Effects of out-of-school STEM learning environments on student interest: A critical systematic literature review. *Journal for STEM Education Research* , *6* (1), 1-44.	Students participating in inquiry-based STEM learning in out-of-school learning environments such as science centers, science museums, and out-of-school educational laboratories (various countries, with many studies from Germany)	An inquiry-based STEM learning program outside of school that involves: • Active participation • Hands-on activities • Preparation before the visit	Implicitly compared to: • Traditional classroom learning • After-school programs that are less interactive or require no prior preparation	• Development of student interest • Quality of learning experience • Interest in less popular STEM fields
Yu, S., Gong, Z., Shen, Y., & Wei, J. (2024). A motivational perspective on the educational arms race in China: self-determination in out-of-school educational training among Chinese students and their parents. *Current Psychology* , *43* (10), 9116-9129.	Chinese adolescents and their parents (paired data N = 394 families) involved in out-of-school educational training (OET) amidst the *educational arms race phenomenon*	Parents' non-self-determined motivations for OET (e.g. social pressure, competition, external control), including controlling parenting patterns	Self-determined motivation (based on personal choice, intrinsic values, autonomy support) and autonomy-supportive parenting patterns	• Children's motivation towards OET (self vs non-self-determined) • Psychological impact and children's experiences in *the educational arms race* • Attitude towards government policy that prohibits OET
Huntington, B., Goulding, J., & Pitchford, N.J. (2023). Expert perspectives on how educational technology may support autonomous learning for remote out-of-school children in low-income contexts. *International Journal of Educational Research Open* , *5* , 100263.	2,500 out-of-school children in 172 remote villages in Tanzania, part of the context of the literacy and numeracy crisis in Sub-Saharan Africa	Implementation of an EdTech program based on autonomous learning through a large-scale learning competition organized by the XPRIZE Foundation	Implicit comparisons between: • Self-paced technology-based learning vs. learning involving community support • EdTech implementation without cultural adaptation vs. with local context involvement	• Perceptions of the impact of EdTech on basic literacy and numeracy • Supporting and inhibiting factors for implementation • The role of the community in learning success • Challenges of technology access in low-income areas
Mitra, S., Mishra, S. K., & Abhay, R. K. (2023). Out-of-school girls in India: a study of socioeconomic-spatial disparities. *GeoJournal* , *88* (1), 341-357.	117,115 children aged 5–17 years in India, with a focus on out-of-school girls based on National Sample Survey 2017–2018 data	Socio-economic and demographic factors that influence the risk of not attending school include: • Gender (female) • Household economic status (income quintile)	Boys vs girls • Poorest vs richest quintile • Rural vs urban areas • Upper castes vs marginalized caste groups • Hindus vs	• Likelihood of being out of school (OOS) • Identification of the most vulnerable groups • Spatial patterns of regional

Author	Population,	Intervention	Comparison	Outcome
		• Location of residence (rural vs urban) • Social caste (Scheduled Tribes, backward castes, etc.) • Religion	other religious groups	vulnerability • Shift from private to public schools (post-COVID)
Kobakhidze, M. N., Ying, M., & Tsaloukidis, A. A. (2023). The impact of social class on out-of-school activities: Converging trends in parental choices?. *International Journal of Educational Development* , *103* , 102881.	) parents in Hong Kong from various social class backgrounds who have children who participate in extracurricular activities (academic and non-academic)	Parents' social class background (middle class vs working class) influences parenting choices and investment in children's education.	Comparison between middle-class and working-class parents in terms of: • Types of activities chosen (academic tutoring vs. non-academic extracurriculars) • Spending patterns • Reasons for children's participation	• Patterns of choice of extracurricular activities • Family education investment strategies • Similarities and differences in preferences across social classes

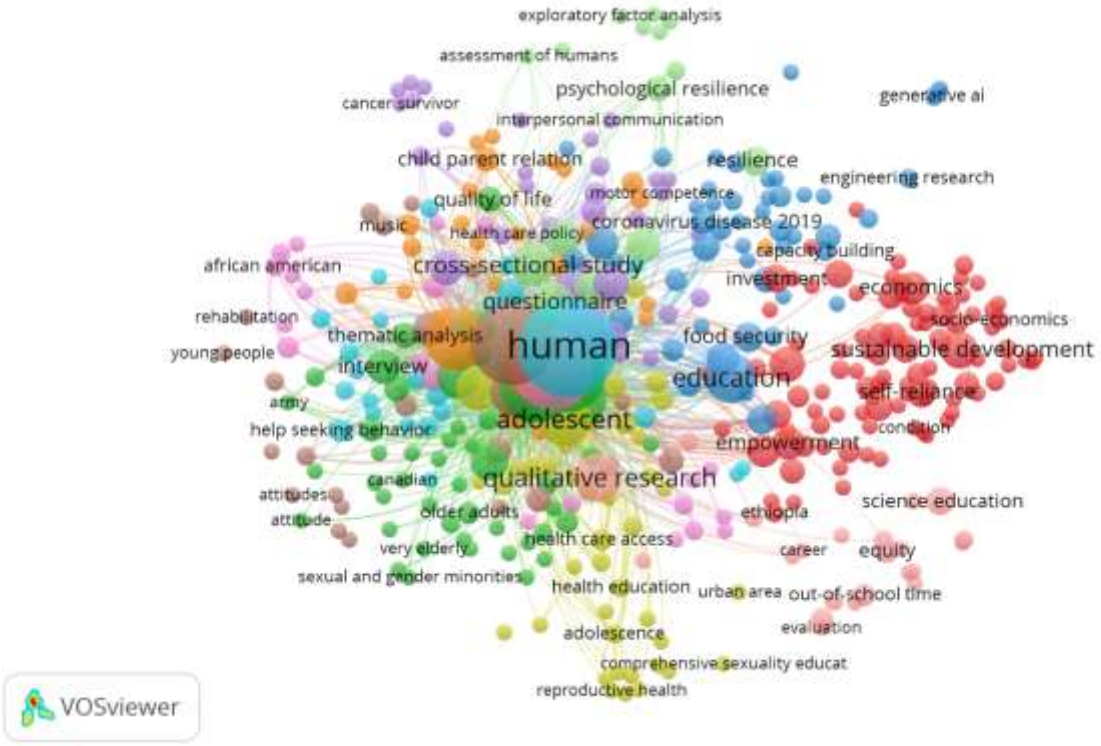

Figure 2. Network Visualization of Bibliometric Mapping on Life Skills Education Research Related to Learner Self-Reliance and Productivity

The map demonstrates the centrality of the concepts of human and youth, demonstrating that life skills education focuses on enhancing individual capacity as the focus of development. This is particularly true for adolescents and young adults, who are the primary target audiences. Because of its association with the words education, strength, and independence, life skills education is considered an empowering process that promotes social, economic, and personal independence.

Furthermore, the cluster with the keywords sustainable development, socioeconomics, and economics indicates that increased productivity of students studying within the context of sustainable development is directly related to the implementation of life skills education. This suggests that life skills such as vocational skills, entrepreneurship, interpersonal communication, and problem-solving contribute to an individual's ability to face economic challenges and the world of work. Therefore,

student productivity is defined as the ability to not only generate economic results but also adapt to changing social systems.

From a methodological perspective, the use of terms such as qualitative research, interviews, thematic analysis, and surveys suggests that a participatory-evaluative approach tends to be used to assess the implementation of life skills education. This method allows researchers to explore students' personal experiences, their understanding of the program's effectiveness, and how life skills education impacts changes in attitudes, behavior, and independence. The relationship between well-being and resilience also supports the argument that the success of life skills education can be measured through improvements in students' psychological resilience and well-being.

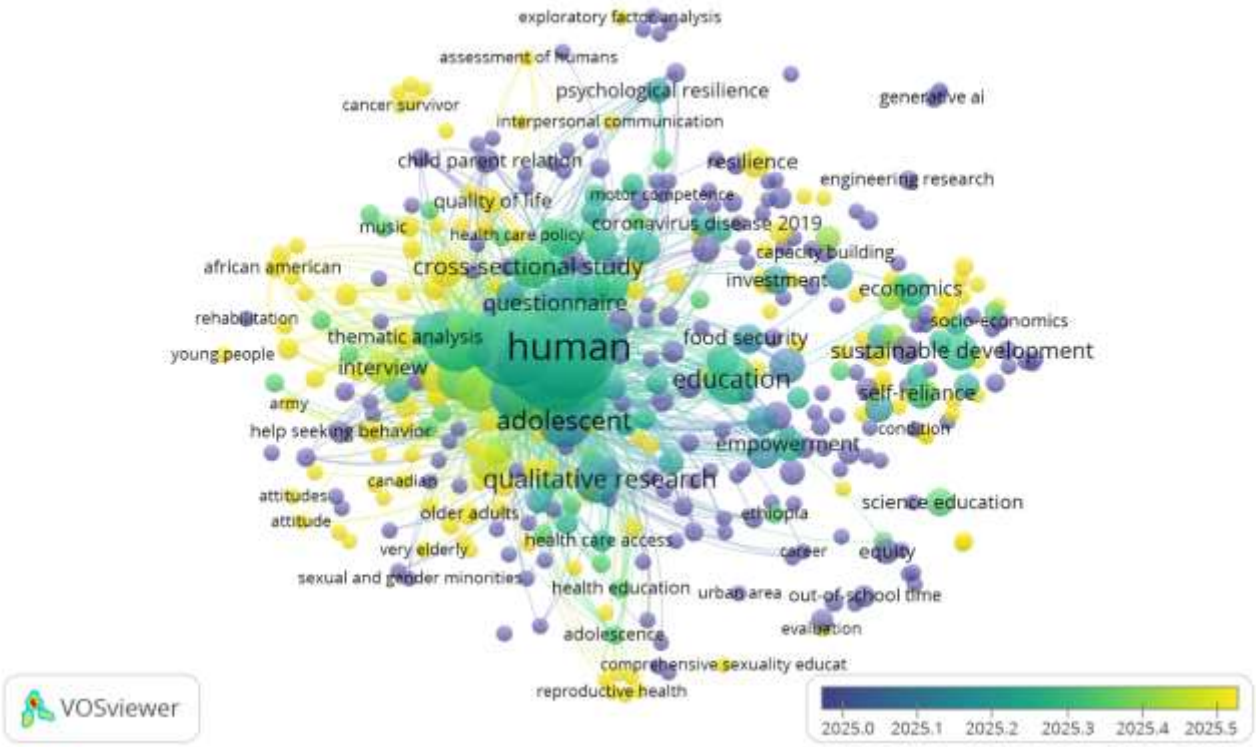

Figure 3 . Overlay Visualization of Temporal Trends in Life Skills Education Research on Empowerment and Learner Productivity

In this context, the concepts of human, youth, and education remain very important, emphasizing that life skills learning continues to focus on human development as a subject of lifelong learning. Contemporary themes such as self-reliance, empowerment, sustainable progress, and socioeconomics demonstrate a shift in academic focus toward more practical and transformative life skills education outcomes. This suggests that assessments of the implementation of Life Skills Education now look not only at elements of the learning process, but also at how it impacts students' economic independence, job readiness, and social productivity. Life skills are positioned as a strategic tool for enhancing individual and community resilience amidst global socioeconomic dynamics, given the close relationship between education, food security, and capacity building.

Furthermore, the emergence and strengthening of the topics of psychological resilience and resilience also suggests that learning life skills is also considered a way to improve psychological resilience. This relates to people's need for learning when facing post-pandemic uncertainty and changes in the world of work. Therefore, productivity is defined not only in economic terms but also as the ability to adapt, self-manage, and participate sustainably in society. The evaluation framework for improving overall well-being is broadened when quality of life is linked to quality of life.

1. Effectiveness of Life Skills Education in Increasing Student Independence

The implementation of life skills education has demonstrated a significant contribution to increasing student independence, although its effectiveness varies depending on several key factors. Based on evaluation findings, student independence has experienced measurable improvements in three main dimensions: emotional independence, economic independence, and intellectual independence. Emotional independence is reflected in students' increased confidence in making decisions and solving problems they face. This aligns with Knowles' adult learning theory, which states that learning centered on real-life experiences and needs can foster strong intrinsic motivation (Chigbu et al., 2023; Zainuddin et al., 2024).

The learning process, which emphasizes problem-based and project-based learning, provides students with opportunities to identify problems in their lives and independently seek solutions with the guidance of a facilitator. This approach has proven effective in developing critical and analytical thinking skills, which are essential foundations for intellectual independence. Students who previously tended to rely on the instructions and direction of others are gradually able to develop initiative and creativity in overcoming challenges (Wozniak, 2020) (Beghetto & Madison, 2022). This transformation does not occur instantly, but rather through a gradual process that requires intensive mentoring and a supportive learning environment (M. H. Syafii et al., 2025).

Economic independence, one of the main indicators of program success, has shown encouraging results, especially for students participating in vocational skills programs. Practical skills such as sewing, carpentry, food processing, information technology, and entrepreneurship provide students with tangible tools to develop independent businesses or increase their competitiveness in the job market. Data shows that approximately 60-70 percent of students who complete the program successfully apply the skills they learned to generate income, either through independent businesses or by obtaining better employment (Rampa & Agogué, 2021; Baird & Parayitam, 2019). However, significant challenges remain in terms of access to business capital, marketing networks, and post-training mentoring, which limit the sustainability of the students' business start.

The evaluation also identified several factors inhibiting the achievement of optimal independence. First, the limited program duration, generally between 3-6 months, is often inadequate to build comprehensive independence, especially for students from low educational and economic backgrounds. Second, the lack of a continuous post-program monitoring and evaluation system causes many students to lose motivation and direction after the program ends. Third, suboptimal partnerships with businesses and industry make it difficult for students to access job opportunities or markets for their products (Syafii & Azhari, 2024; Syafii, 2025). These aspects point to the need for a more holistic and sustainable program redesign, focusing not only on skills transfer but also on building an ecosystem that supports long-term independence (Syafii & Gusti, 2024).

2. Contribution of Life Skills Education to Increasing Student Productivity

Increased student productivity is another important outcome of the implementation of life skills education, which can be measured through various indicators, both quantitative and qualitative. Productivity in this context refers not only to increased economic output but also includes work efficiency, quality of work results, innovation capacity, and contribution to the community. Evaluation findings indicate a strong positive correlation between participation in life skills education programs and increased individual and collective productivity (Boldureanu et al., 2020; Nasheeda et al., 2019).

From an economic productivity perspective, students who have participated in technical skills training show an average income increase of between 30 and 50 percent within 6 to 12 months after training (Arora & Dhole, 2019; Piroșcă et al., 2021;Syafii et al., 2026). This increase stems not only from the application of new skills but also from a change in mindset and a more professional work ethic. Learning about time management, quality standards, and market orientation significantly impacts how students carry out their productive activities (Suryo & Syafi'i, 2024). They become more

systematic in planning, more disciplined in execution, and more adaptive to changing market needs (Syafii, 2024). This transformation is particularly evident in the group of students who previously worked in the informal sector with low productivity, but after participating in the program were able to increase the added value of the products or services they offer.

D. CONCLUSIONS AND SUGGESTIONS

An review of the implementation of life skills education demonstrates that the program has made a beneficial contribution to boosting the independence and productivity of learners, although different problems remain to be overcome. This enhanced independence is demonstrated in three primary dimensions: emotional, economic, and intellectual independence, with learners displaying increased self-confidence, critical thinking skills, and the potential to create revenue independently. Meanwhile, learners' productivity has greatly improved both economically and socially, with an greater active participation in community development. However, the program's efficacy depends largely on several essential elements, such as the applicability of the curriculum to local requirements, the quality of facilitators, the availability of infrastructure, and the existence of a post-program mentoring system. The limited term of the program, lack of access to business finance, infrastructure inequalities between regions, and poor collaborations with the business sector are important challenges to achieving optimal and sustained independence and productivity. Therefore, a more holistic and thorough program redesign is needed, concentrating not just on technical skills transfer but also on developing a supporting environment that enables learners to consistently increase their capacity over the long term. Strengthening the continuing monitoring and evaluation system, extending strategic collaborations with many stakeholders, and implementing uniform certification methods are significant proposals for increasing the effectiveness and sustainability of life skills education in the future.

Furthermore, future programs should incorporate a sustainable mentoring and incubation system that supports learners beyond the training phase, particularly in accessing markets, capital, and professional networks. Policy-makers are encouraged to develop inclusive policies that ensure equitable access to resources across regions, especially for marginalized groups. From a research perspective, further studies are needed to examine the long-term impact of life skills education using longitudinal designs and mixed-method approaches, as well as to explore its integration with emerging educational paradigms such as digital learning and community-based education. By addressing these aspects, life skills education can evolve into a more adaptive, inclusive, and sustainable model that effectively enhances learner independence and productivity in diverse contexts.

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