

# Integration of Life Skill in Human Resource Management Course through Video as Learning Media

Hilma Harmen<sup>1</sup>, Fauzia Agustini<sup>1</sup>, Aprinawati<sup>1</sup> and Dita Amanah<sup>1</sup>

<sup>1</sup> Department of Management, Universitas Negeri Medan, Medan -Indonesia

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Abstract: This study aims to integrate life skills in human resource management courses through video as a learning medium. The methods in this study are interviews, questionnaires, observations, and literature studies. Researchers have conducted an interview using a list of questions related to the tasks of the HR department in the three companies. The video camera is used to take video shows when the company explains the tasks of the HR department so that each company clearly shows the tasks for the HR department. HR management courses need to integrate life skills so that students have the skills or ability to overcome problems in the field of HR management in the company. Through video shows that have been made by researchers about the tasks of the HR department in the company, students are expected to be able to apply theory in HR management courses in accordance with the real conditions needed in the company.

## 1 INTRODUCTION

### A. Research Background

Higher education is a forum for the formation of graduates who are expected to have quality characters and are ready to use in the world of work. Thus the direction of learning must be adjusted to the demands of the work world. Graduates must also have life skills so that they can compete in the era of globalization where job opportunities are increasingly tight for graduates. Universities as formal education institutions are required to always improve the quality of learning in accordance with the applicable curriculum.

The Human Resource Management (HRM) course examines the functions or tasks of the HR department in the company starting from analyzing positions to termination of the human resources in the company. The introduction of this HRM course is essentially aimed not only at understanding, but also that students are expected to be able to associate HR lecture material with real conditions in the company.

Life skills education reflects real life in the learning process so that students gain life skills and they are ready to live in the midst of society. According to (Mujakir, 2012) what is learned in

each subject is expected to form the life skills that will be needed when facing real life in society.

Anwar (2006) argues that the general purpose of life skills education is to improve the skills, knowledge and attitudes of learning citizens in certain fields of work or business according to their talents and interests so that they have the ability to work or work independently that can improve their quality of life . While the specific objective is to provide life skills education services to learning citizens in order to have the skills, knowledge and attitudes needed to get into the workforce.

Meanwhile, according to (Subijanto, 2007) one of the goals of life skill education is to provide basic provisions and exercises that are carried out correctly regarding the value of daily life that can provide students with the ability to function in the face of future competitive life and at the same time collaboration.

Life skills can help a lecturer to deliver material content in more depth and comprehensively so that students can more easily understand the material. In this study the lecturers of Human Resource Management courses will conduct observations and interviews in depth in several companies to get clear information about the tasks or functions of the HR department in the company. In line with (Slamet, 2002) states that one of the goals of life skills

education is to optimize the participation of stakeholders.

This is also related to one of the benefits of life skills education that students have broad insight into career development in a changing workplace that is capable of choosing, entering, competing and advancing in careers (Marwiyah, 2012).

The success of the learning process cannot be separated from the choice of learning methods and media. This is in accordance with (Arsyad, 2013) that in a learning process, there are two very important elements are teaching methods and learning media. In this study the researcher will make a video as a learning medium for the course of Human Resource Management. According to (Riyana, 2007) learning videos are media that present audio and visuals containing good learning messages that contain concepts, principles, procedures, knowledge application theories to help understanding an instructional material.

Researchers make videos as learning media intended to clarify and facilitate the delivery of messages so that they are not too verbalistic (Riyana, 2007). Thus the lecturer will be easier to deliver learning material in the course of Human Resource Management which is related to the tasks or functions of the HR department in the company. Students are expected to have life skills in this course by comparing learning materials and real conditions in the company. The role of stakeholders in shaping life skills for students in the course of Human Resource Management is very important. Thus the researcher needs to involve stakeholders to be able to achieve the goal of life skill education, that is designing education so that it is functional for the lives of students in facing life in the future (Singh, 2015).

Therefore the importance of life skills in HR Management courses, researchers are interested in conducting research with the title "Analysis of video making as a learning media by involving stakeholders and their relationship to life skills education in human resource management courses."

### **B. Research Purpose**

The purpose of this study is to integrate life skills in human resource management courses through video as a learning medium.

### **C. Benefits of Research**

The results of this study are useful as innovations in learning to improve the relationship of the university with stakeholders and also to improve life skills for students.

## **2 THEORETICAL FRAMEWORK**

### **A. Learning Video Media Meaning of Learning Videos**

The development of science and technology, requires the use of educational media that are increasingly appropriate, such as videos that are already an urgent requirement. This is due to the complex nature of learning. There are various learning objectives that are difficult to achieve by relying solely on the lecture method. Therefore, in order to achieve maximum learning results, it is necessary to use media, one of which is video (Miftakh & Samsi, 2015).

Video is a series of motion pictures accompanied by a sound that forms a unity that is sequence into grooves, with messages in it to achieve learning goals that are stored with the storage process on the tape or disk (Arsyad, 2013). Video is an audio visual media that displays motion (Sadiman, 2008).

According to Heinich, Molenda, Russell, & Smaldino (2002) videos can be interpreted as "the appearance of various images on a television or similar screen. So it can be concluded that the video is a motion picture that consists of a series of grooves and displays a message from the part of an image to achieve the learning objectives.

Video learning is a media that is designed systematically with reference to the applicable curriculum and in its development applying the principles of learning so that the program allows students to look at the subject matter more easily and interestingly. Physically learning videos are learning programs that are packaged in videotapes and presented using VTR or VCD player equipment and monitor TVs (Rusman, 2011).

### **B. The Purpose and Benefits of Learning Video Media**

According to (Riyana, 2007) learning videos as teaching materials aim to:

- a. Clarify and facilitate the delivery of messages so that they are not too verbalistic.
- b. Overcome the limitations of time, space and sense of ability of students and instructors.
- c. Can be used precisely and varied.

Other benefits of using videos according to (Daryanto, 2010) include:

- a. The size of the video display is very flexible and can be adjusted as needed.
- b. Video is a non-print teaching material that is rich in information and straightforward because it can reach students directly.
- c. Video adds a new dimension to learning.

### C. Life Skill Meaning of Life Skill

Life skills are the ability and courage to deal with life's problems, then proactively and reactively seek and find solutions to overcome them. People who are studying also need life skills. Thus UNICEF (2012) divided the life skills into five, that is:

- a. Self-awareness skills which are also called personal skills. This capability includes; (1) self-esteem as a creature of God Almighty, members of society and citizens, (2) realizing and grateful for the strengths and weaknesses that are owned while at the same time making asset in improving themselves as an individual who is beneficial to themselves and the environment.
- b. Rational thinking skills (thinking skills). This skill includes; (1) the ability to explore and find information, (2) the ability to process information and make decisions, (3) creative problem solving skills.
- c. Social skills. This skill includes; (a) communication skills with empathy, (b) cooperation skills. Empathize, understanding attitude and the art of two-way communication. This needs to be emphasized because communication is not just delivering messages, but the content and reach of messages accompanied by good messages will arise a harmonious impression.
- d. Academic skills. Often called the ability to think scientifically (scientific method), including identification of variables, formulating hypotheses and carrying out research.
- e. Vocational skills. Meaning that skills are associated with certain occupational fields in the society.

### D. Purpose and Benefits of Life Skill Learning

According to (Mansor, 2017) in general life skills education intends to function education in accordance with its nature, that is developing the human potential of students to face their future roles. In particular, education oriented to life skills aims to:

1. Actualize the potential of students so they can be used to solve the problems.
2. Designing education so it is beneficial for the lives of students in facing life in the future.
3. Providing opportunities for schools to develop flexible learning in accordance with the principles of broad-based education.
4. Optimizing the utilization of resources in the school environment by providing opportunities for the utilization of existing resources in the community in accordance with the principles of school-based management.

In general, the benefits of education oriented towards life skills for students are as provisions in dealing with and solving problems of life, both as an independent person and as a citizen. If this can be achieved, then the dependency on existing employment can be reduced, which means that national productivity will gradually increase.

### E. Human Resource Management

Human Resource Management as the science and art of managing relationships and the role of the workforce in order to be effective and efficient to help realize the goals of the company, employees and the community ”

The main objectives of HR Management are: improving the level of productivity, improving the quality of work life, ensuring that the organization meets legal aspects.

Human Resource Management in carrying out its activities managing human resources in the company, carrying out human resource management functions starting from the function of analyzing jobs and positions, planning human resources in the company, recruiting workers, selecting prospective workers, conducting work orientation and placement, train employees, conduct employee appraisals, carry out compensation policies, carry out career development and planning activities, and make employment termination policies.

## 3 RESEARCH METHOD

### A. Research Location

This research was carried out in 3 (three) companies in Medan, namely PT. Bhandha Ghara Reksa, Employment Social Security Organizing Agency, PT. Pelindo I BICT.

### B. Type of Research

This research is a qualitative research. The lecturers of HR management courses make videos containing the functions of HR management or the tasks of the HR department in the company.

### C. Data Collection Techniques

The data collection techniques in this study use:

1. Interview.  
That is holding a question and answer to the company about the functions of HR Management.
2. List of questions.  
Contains questions related to HR Management functions within the company.
3. Observation

That is in the form of direct observation to the company.

4. Literature Study

That is in the form of literature obtained from books, journals and the internet related to this research.

## 4 ANALYSIS

HR management in a simple way is a management science that is applied in human resource management issues for the achievement of organizational goals. The HR management course contains material on HR management functions consisting of job analysis, employee planning, employee recruitment, employee selection, work orientation and placement, job training, performance appraisal, compensation, career planning and development, termination of employment (Agustini & Harmen, 2018). Diperlukan strategi perencanaan SDM yang tepat untuk meraih keunggulan kompetitif organisasi (Harahap & Amanah, 2018).

Life skills are educational orientations that synergize subjects into life skills needed by someone wherever they are. Academic skills are one of life skills, that is the ability to think scientifically is basically the development of rational thinking skills that are still general, academic skills are more directed towards activities that are academic or scientific (Anwar, 2006). Therefore, HR management courses need to integrate life skills so that students have the skills or ability to overcome problems in the field of HR management in the company. Thus, the role of the company or stakeholders has a big influence as an information tool about the management of human resources that actually occurs in the company environment.

The role of stakeholders in forming life skills for students in the course of Human Resource Management is very important. Thus the researcher needs to involve stakeholders to be able to achieve the goal of life skill education, which is designing education that it is functional for the lives of students in facing life in the future (Forneris, Camiré, & Trudel, 2012).

The success of learning in each subject is strongly supported by the selection of learning media. Learning media is expected to lead to interesting and fun learning activities but still have an element of seriousness in learning so that they can practice problem solving skills (Agustina & Novita, 2012). Video is one of the learning media that can attract learning interest for students. In

general (Ariani, 2010) suggested several benefits of multimedia learning including: (1) More interesting, (2) More interactive, (3) Learning time can be reduced, (4) The quality of student learning can be more motivated, (5) Students' attitudes and learning attention can be improved and focused, (6) Can turn on the text by including sounds, images, music, animation and video, (7) Can attract interest because it is a combination of views, sounds and movements.

In this study, researchers made a video by involving stakeholders as an effort to integrate life skills in HR management courses. This research has involved three state-owned companies in Medan, namely PT. Bhandha Ghara Reksa, Employment Social Security Organizing Agency, PT. Pelindo I BICT.

The researcher has conducted an interview using a list of questions related to the tasks of the HR department in those three companies. Researchers use videos to record company explanations about the tasks of the HR department so that the HR department's tasks in each company are clearly visible.

## 5 RESULTS

The results of this video recording will be used when describing the lecture material of HR management in the classroom. Researchers expect students to be able to learn in real terms about HR management functions or the tasks of the HR department in the company. This is very important to know because HR management courses are closely related to the activities or activities of the HR department in the company. Therefore, knowledge of HR management courses should not only be based on theory but more important is how to apply the theory to the actual conditions that occur in the company. This is where the role of life skills is very important to be integrated in the HR management courses. Empowering lecturers through the creativity of learning methods and media is needed to create quality learning in class and student achievement (Agustini, Amanah, & Harahap, 2018).

## 6 CONCLUSIONS

HR management courses need to integrate life skills so that students have the skills or ability to overcome problems in the field of HR management in the company. Through video shows that have been

made by researchers about the tasks of the HR department in the company, students can apply the theory in HR management courses according to real conditions in the company.

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