



INTISARI

Latar Belakang: Masa remaja merupakan periode perkembangan dengan berbagai tantangan. Ketidakmampuan remaja dalam menghadapi tantangan tersebut dapat berpengaruh negatif terhadap kualitas hidup mereka. Meskipun kualitas hidup sering dikaitkan dengan kecakapan hidup, penelitian ini menyoroti hubungan antara keduanya yang masih belum sepenuhnya dipahami, terutama jika ditinjau secara spesifik berdasarkan masing-masing domain.

Tujuan Penelitian: Mengetahui hubungan antara kecakapan hidup dengan kualitas hidup remaja.

Metode: Penelitian ini merupakan penelitian kuantitatif dengan desain observasional analitik melalui pendekatan *cross sectional*. Sampel terdiri dari 124 remaja kelas XI SMA N A dan G di salah satu wilayah Provinsi Daerah Istimewa Yogyakarta yang dipilih dengan teknik *convenience sampling*. Pengumpulan data dengan kuesioner Life Skills Training Questionnaire High School dan WHOQOL-BREF yang telah dinyatakan valid dan reliabel. Analisis data menggunakan uji *Spearman's Rank*.

Hasil: Responden memiliki pengetahuan terkait kecakapan hidup yang relatif tinggi (Median = 1,29). Sikap anti rokok (Median = 4,25), alkohol (Median = 4,25), ganja (Median = 4,75), dan hard drugs (Median = 4,75) responden relatif tinggi. Keterampilan menolak (Median = 5,00), asertif (Median = 4,00), dan pemecahan masalah (Median = 4,50) responden relatif tinggi, sedangkan pengendalian diri (Median = 2,5) relatif sedang. Kualitas hidup responden relatif tinggi pada domain fisik (Median = 69), psikologis (Median = 69), dan lingkungan (Median = 75), sedangkan domain sosial (Median = 56) relatif sedang. Secara umum, terdapat hubungan antara kecakapan hidup dengan kualitas hidup pada domain keterampilan menolak dengan kualitas hidup psikologis ($p = 0,003$; $r = 0,269$) dan lingkungan ($p = 0,029$; $r = 0,196$), keterampilan pemecahan masalah dengan kualitas hidup sosial ($p = 0,031$; $r = 0,193$), serta keterampilan pengendalian diri dengan kualitas hidup fisik ($p = 0,000$; $r = -0,321$) dan psikologis ($p = 0,006$; $r = -0,244$). Domain lainnya tidak menunjukkan hubungan yang signifikan ($p > 0,05$).

Kesimpulan: Remaja perlu meningkatkan kecakapan hidup, terutama dalam aspek pengendalian diri, serta kualitas hidup, khususnya pada domain sosial. Tenaga kesehatan dan institusi pendidikan memiliki peran penting dalam memperkuat edukasi mengenai kecakapan hidup pada remaja. Selain itu, dukungan sosial dari berbagai pihak sangat diperlukan guna menunjang peningkatan kualitas hidup remaja secara menyeluruh.

Kata Kunci: Kecakapan hidup, kualitas hidup, remaja



ABSTRACT

Background: Adolescence is a developmental period marked by various challenges. The inability of adolescents to cope with these challenges may negatively impact their quality of life. Although quality of life is often associated with life skills, this study highlights that the relationship between the two remains not fully understood, particularly when examined across specific domains.

Objective: Knowing the relationship between life skills and the quality of life among adolescents.

Method: This study is a quantitative research using an analytical observational design with a cross-sectional approach. The sample consisted of 124 eleventh-grade students in one of the regions of the Special Region of Yogyakarta Province, selected using a convenience sampling technique. Data were collected using the validated and reliable Life Skills Training Questionnaire High School and WHOQOL-BREF. Data were analyzed using Spearman's Rank test.

Result: Respondents had relatively high knowledge of life skills (Median = 1.29). Their attitudes towards resisting smoking (Median = 4.25), alcohol (Median = 4.25), marijuana (Median = 4.75), and hard drugs (Median = 4.75) were also relatively strong. Refusal skills (Median = 5.00), assertiveness (Median = 4.00), and problem-solving skills (Median = 4.50) were relatively high, while self-control skills (Median = 2.5) were moderate. Respondents' quality of life was relatively high in the physical (Median = 69), psychological (Median = 69), and environmental (Median = 75) domains, while the social domain (Median = 56) was moderate. Overall, there was a significant relationship between refusal skills and psychological quality of life ($p = 0.003$; $r = 0.269$) and environmental quality of life ($p = 0.029$; $r = 0.196$), problem-solving skills and social quality of life ($p = 0.031$; $r = 0.193$), as well as self-control skills and physical ($p = 0.000$; $r = -0.321$) and psychological quality of life ($p = 0.006$; $r = -0.244$). Other domains showed no significant associations ($p > 0.05$).

Conclusion: Adolescents need to enhance their life skills, particularly in the area of self-control, as well as improve their quality of life, especially in the social domain. Healthcare professionals and educational institutions play a vital role in strengthening life skills education among adolescents. Furthermore, social support from various stakeholders is essential to promote the overall improvement of adolescents quality of life.

Keywords: Life skills, quality of life, adolescents