

# Life Skill Education Management of Islamic Boarding Schools in Metro City

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## Info Artikel

## Abstract

### Keywords:

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This research examines the implementation of life skills education management in three Islamic boarding schools in Metro City, namely Darul A'mal Islamic Boarding School, Tuma'ninah Yasin Islamic Boarding School, and Daarul Ulya Islamic Boarding School. A qualitative descriptive approach was used with data collection techniques through interviews, observation and documentation. The research results show that the three Islamic boarding schools have implemented life skills education management through the stages of planning, organizing, implementing and supervising. Planning is carried out comprehensively by involving various parties and considering environmental analysis. Organizing includes dividing tasks according to expertise, coordination, and providing facilities and infrastructure. Implementation includes various skills with varied learning methods and active participation of students. Supervision is carried out periodically through evaluation to ensure the success of the program. However, there are limitations in generalizing research results, exploring the impact of life skills education, and using quantitative methods. This research contributes to the development of educational management science, especially in the application of life skills education in Islamic boarding schools.

### Kata kunci:

Manajemen Pendidikan,  
Pendidikan Life Skill,  
Pondok Pesantren.

### Abstrak.

Penelitian ini mengkaji implementasi manajemen pendidikan life skill di tiga pondok pesantren di Kota Metro, yaitu Pondok Pesantren Darul A'mal, Pondok Pesantren Tuma'ninah Yasin, dan Pondok Pesantren Daarul Ulya. Pendekatan deskriptif kualitatif digunakan dengan teknik pengumpulan data melalui wawancara, observasi, dan dokumentasi. Hasil penelitian menunjukkan bahwa ketiga pondok pesantren telah mengimplementasikan manajemen pendidikan life skill melalui tahapan perencanaan, pengorganisasian, pelaksanaan, dan pengawasan. Perencanaan dilakukan secara komprehensif dengan melibatkan berbagai pihak dan mempertimbangkan analisis lingkungan. Pengorganisasian meliputi pembagian tugas sesuai keahlian, koordinasi, dan penyediaan sarana-prasarana. Pelaksanaan mencakup berbagai kecakapan dengan metode pembelajaran yang bervariasi dan partisipasi aktif santri. Pengawasan dilakukan secara berkala melalui evaluasi untuk memastikan keberhasilan program. Meskipun demikian, terdapat keterbatasan dalam generalisasi hasil penelitian, eksplorasi dampak pendidikan life skill, dan penggunaan metode kuantitatif. Penelitian ini memberikan kontribusi bagi pengembangan ilmu manajemen pendidikan, khususnya dalam penerapan pendidikan life skill di lembaga pesantren.

## INTRODUCTION

In the context of the increasingly dynamic and competitive era of globalization, education based on life skills is a new breakthrough in Islamic boarding school institutions (Fatmawati & Pd,

2015). The implementation of life skill-based education is seen as being able to produce students who not only master religious knowledge, but also have high quality and competitiveness. (Setiawan et al., 2020). Life skills education is designed to equip students with the skills and competencies needed to face and solve various life problems after completing their education at the Islamic boarding school (Arif et al., 2024; Suharmoko, 2018), Sarwenda, 2023). The latest literature review reveals that life skills education plays an important role in preparing human resources who are not only passive recipients of global information flows, but also have the ability to process, adapt, and develop this information into creative and productive human beings. (Meilia & Murdiana, 2019). Islamic educational institutions, especially Islamic boarding schools, have a strategic responsibility and role in realizing these goals through the provision of education that integrates aspects of life skills in the curriculum and learning process (Hasanah et al., 2024; Nurmadiyah & Murtopo, 2021; Rohaeni et al., 2021).

Although several Islamic boarding schools in Metro City, such as Darul A'mal Islamic Boarding School, Tumakninah Yasin Islamic Boarding School, and Daarul Ulya Islamic Boarding School, have implemented life skill education in the form of sewing, cooking, computer, farming, and fish farming skills, there are still gaps in the implementation of life skill education management as a whole. Based on the results of initial observations and interviews with the Islamic boarding schools, it was found that the aspects of planning, organizing, implementing, and supervising life skill education management have not been running optimally. This is reflected in the lack of mature planning in integrating life skill education into the Islamic boarding school curriculum, the lack of coordination and clear division of tasks in managing the life skill program, and the less than optimal monitoring and evaluation process of program implementation and achievements. This condition has an impact on the lack of trust in the world of work, especially in the industrial and office sectors, towards the output of Islamic boarding school educational institutions. Not infrequently, graduates of Islamic boarding schools are considered to lack the skills and competencies needed in the modern world of work (Iryana, 2015; Sutrisno et al., 2023).

Through this study, the researcher attempts to close the gap by deeply examining the implementation of life skill education management at Darul A'mal Islamic Boarding School, Tumakninah Yasin Islamic Boarding School, and Daarul Ulya Islamic Boarding School in Metro City. By comprehensively analyzing the aspects of planning, organizing, implementing, and supervising the management of life skill education at the three Islamic boarding schools, this study is expected to contribute to the development of educational management science, especially in the application of life skill education in Islamic boarding schools. The results of this study can be a reference for Islamic boarding schools and other Islamic educational institutions in implementing life skill education management effectively, so as to improve the quality of student output and public trust in Islamic educational institutions. In addition, this study also contributes to enriching the scientific treasury of life skill education management in Islamic boarding schools which have their own characteristics and cultures.

The novelty of this research lies in the specific focus of the study on the implementation of life skill education management in Islamic boarding schools. Previous research has discussed more about the concept of life skills in general or its application in formal educational institutions, such as schools and universities (Nursafitri et al., 2020, Kamila & Ramadhani, 2024; Kusuma & Siadi, 2010, Muzaini et al., 2023). In addition, this study also comprehensively examines all management functions in the implementation of life skill education, starting from planning, organizing, implementing, to supervision. This holistic approach provides a complete picture of

the best practices and challenges faced in the implementation of life skill education management in Islamic boarding schools that have their own characteristics and cultures. Thus, this study is expected to enrich the scientific treasury and provide new perspectives in the development of life skill education management that is in accordance with the context and needs of Islamic educational institutions, especially Islamic boarding schools.

## **METHOD**

This research uses a case study approach, which aims to analyze written or spoken words from people and actors who are observed. (Arikunto, 2019; Miles et al., 2013). The qualitative approach was chosen because this study seeks to understand the phenomenon holistically, without isolating individuals and organizations in variables, but rather viewing them as part of a whole. This study will be conducted at the Darul A'mal Islamic Boarding School, the Tumakninah Yasin Islamic Boarding School, and the Daarul Ulya Islamic Boarding School, with the main sources being kiai/caretakers, ustadz (teachers), and students from the Islamic boarding schools.

The data sources in this study consist of primary data and secondary data (Emzir, 2014; Sugiyono, 2017). Primary data were obtained through interviews and observations with kiai/caretakers, ustadz and ustadzah (teachers), and students at the Islamic boarding school studied. Determination of respondents used the snowball sampling technique, starting with key informants (kiai/caretakers), then expanding based on relationships with other respondents. Secondary data were obtained from relevant books, official documents, and places and events related to life skill education management at the Islamic boarding school. Data collection techniques used included interviews, observations, and documentation (Creswell, 2010). Interviews were conducted using a guided free interview technique, which is a combination of unguided and guided interviews. Observations were conducted both as participants and non-participants by going directly to and observing the management of life skill education in Islamic boarding schools. Documentation was conducted by collecting written data from books, scientific magazines, archives, and personal documents relevant to the research..

Data analysis is carried out interactively and takes place continuously, involving three main components, namely data reduction, data presentation, and drawing conclusions or verification (Emzir, 2014). The validity of the data in this study is maintained by using the triangulation method technique, namely matching or comparing information or data in different ways, such as interviews, observations, and surveys. Through this triangulation method, researchers attempt to obtain reliable information and a complete picture of life skill education management in the Islamic boarding school being studied (Maimun, 2020).

## **RESULTS AND DISCUSSION**

### **Result**

#### **Life Skill Education Planning Stage at Darul A'mal Islamic Boarding School, Tuma'ninah Yasin Islamic Boarding School and Da'arul Ulya Islamic Boarding School.**

The results of the study showed that the planning of life skill education in the three Islamic boarding schools studied, namely Darul A'mal Islamic Boarding School, Tuma'ninah Yasin Islamic Boarding School, and Da'arul Ulya Islamic Boarding School was carried out with a fairly comprehensive process. Based on the results of interviews with the caretaker of Darul A'mal Islamic Boarding School, KH. Ahmad Dahlan Rosyid, the life skill education planning process

includes several stages, namely analysis of internal and external conditions, curriculum preparation, personnel planning, and planning of facilities and infrastructure.

The first stage is the analysis of the internal and external environment. In analyzing the internal and external environment at the Darul A'mal Islamic Boarding School, the caretaker and the administrators conducted an analysis related to the advantages or potential of the Islamic boarding school and the community's desires for the program activities at the Islamic boarding school. This shows that the Darul A'mal Islamic Boarding School is proactive in developing the quality of the institution by considering aspects and influences of the environment. The caregiver stated "*We not only interact with students, ustadz-ustadzah, and administrators of Islamic boarding schools, but also interact with guardians of students, as well as the surrounding community, and also the government.*"

The second stage is the formulation of the curriculum. Based on the explanation of the caretaker, the curriculum at the Darul A'mal Islamic Boarding School is flexible, meaning that the curriculum is determined by the Islamic boarding school itself according to its characteristics. Education at the Darul A'mal Islamic Boarding School is still in the Salafiyah style, with the yellow book as a reference in learning. For activities outside of diniyah, students will be guided and trained according to their fields of interest, such as entrepreneurship and agricultural activities carried out on Sundays.

The third stage is personnel planning or teaching staff. The caretaker explained that the planning of educators or teaching staff at the Darul A'mal Islamic Boarding School is adjusted to their respective fields of competence. If there is a shortage of teaching staff, the Islamic boarding school will recruit new teachers from outside while still prioritizing alumni or families of the Darul A'mal Islamic Boarding School.

The fourth stage is planning of facilities and infrastructure. Based on the results of interviews with the caretakers, Darul A'mal Islamic Boarding School has experienced quite rapid development, both in terms of physical and non-physical. The facilities available at this Islamic boarding school have met the standards and are fairly complete, such as mosques, classes, dormitories, libraries, kitchens, bathrooms, large parking areas, and facilities for entrepreneurship such as MBM Mart, laundry, convection, sewing, and agriculture.

Life skill education planning at the Tuma'ninah Yasin Islamic Boarding School is carried out in a similar manner. Based on an interview with Ustadzah Rini, at the beginning of the year a foundation meeting was held to discuss life skill activities that would be carried out for the next year. In the meeting, factors that inhibited previous activities, activities that would be continued or stopped, teachers who would accompany, and the facilities and infrastructure needed were discussed. All parties, except students, were involved in this planning, with the aim that planning and implementation could run optimally. One of the efforts made by the Tuma'ninah Yasin Islamic Boarding School administrators in developing life skill education was to send several students and educators to Bandung to take part in avocado seedling learning. There, the students will learn firsthand how to seed avocados and differentiate between types. Educators will also analyze obstacles that might be faced in order to maximize the implementation of life skill education at the Islamic boarding school.

Meanwhile, the planning of life skill education at the Da'arul Ulya Islamic Boarding School is carried out by considering the environmental conditions of the community around the boarding school, available facilities, teachers, and also the costs for activities. This was conveyed by Ustadzah Bariyanti, S.Pd.I in an interview. She stated that "*the purpose of life skill education at this Islamic boarding*

*school is to help students develop their talents and add new experiences that can stimulate the entrepreneurial spirit and independence of students."*

In the planning of life skill education in the three Islamic boarding schools, all elements of the Islamic boarding school are involved, such as caregivers, administrators, ustadz/ustadzah, guardians of students, and students who will participate in the activities. The involvement of all parties is carried out so that the activities are organized and carried out well. Efforts made to maximize the implementation of life skill education at the Da'arul Ulya Islamic Boarding School, as explained by Ustadzah Umi Yanti, *"are by providing adequate facilities, expert teachers in their fields, and holding special training for teachers so that they can use the right learning methods according to current developments."*

Based on the results of observation and documentation, it can be seen that the life skill education facilities in the three Islamic boarding schools are quite adequate. In the Darul A'mal Islamic Boarding School, there is a mosque near MT's Darul A'mal, a two-story building for girls' and boys' dormitories surrounded by a boundary wall, MBM Mart as a cooperative, shops for developing students' entrepreneurship, and a 3-story building which is a SMK and IAIDA building that is under construction. Meanwhile, in the Tuma'ninah Yasin Islamic Boarding School, practical life skill education activities such as agriculture and fisheries are carried out at the branch Islamic boarding school located in East Lampung.

### **Stages of Organizing Life Skill Education at Darul A'mal Islamic Boarding School, Tuma'ninah Yasin Islamic Boarding School and Daarul Ulya Islamic Boarding School**

The organization of life skill education in the three Islamic boarding schools is carried out by forming an organizational structure and systematic division of tasks. At the Darul A'mal Islamic Boarding School, the division of work divisions is carried out based on the expertise of each individual. Teachers who are selected as educators are individuals who are experts in their fields, so they are expected to be able to guide and accompany students well in every activity. The organizational structure is formed during the foundation meeting at the beginning of the new school year, where the main person in charge is the chairman of the foundation, while the chairman, vice, and secretary are appointed directly during the meeting. The treasurer is usually retained from the previous period.

The division of educator tasks is carried out by forming a work team according to their respective fields of expertise. This work team functions to maximize the learning process and find joint solutions in dealing with obstacles that may occur. The division of the schedule for life skill education activities is also arranged in such a way as not to interfere with the schedule of the formal education program of the Islamic boarding school, which is carried out after the obligatory prayer and on Sundays. At the Tuma'ninah Yasin Islamic Boarding School, the division of work divisions is also carried out according to the field of expertise of each individual, including involving alumni who want to serve in the Islamic boarding school. The organizational structure consists of foundation advisors, foundation administrators, general chairman, chairman, general secretary, secretary, general treasurer, and treasurer. The division of educator tasks is carried out according to their fields of expertise, by forming a work team according to their respective fields. The schedule for life skill education activities is arranged so as not to clash with school hours, which is carried out after the obligatory prayer and on Sundays.

Meanwhile, at the Daarul Ulya Islamic Boarding School, the division of work divisions is also carried out according to the abilities and skills possessed by each individual. In addition to recruiting teachers from within the Islamic boarding school, they also bring in expert teachers from outside the boarding school to provide learning to students. The organizational structure is led

directly by the caretaker of the boarding school, and all organizational decisions are taken through a meeting to determine the assistants for each life skill activity of the boarding school. The schedule for life skill education activities is set outside the formal education program schedule, namely after school and on Sundays. In terms of financial management, the Darul A'mal Islamic Boarding School relies on funding sources from the foundation assigned to the treasurer of the boarding school. The costs required for the learning process will be submitted before the activity is carried out. Meanwhile, for entrepreneurial activities, the management is handed over to the assistant teacher, and the profits obtained will be used to develop the business. At the Tuma'ninah Yasin Islamic Boarding School, financial management comes entirely from the family and is managed by the foundation. Meanwhile, at the Daarul Ulya Islamic Boarding School, all finances and financing are borne and managed entirely by the foundation with the assistance of the foundation's treasurer.

The three Islamic boarding schools provide adequate facilities and infrastructure to support the implementation of life skills education. At the Darul A'mal Islamic Boarding School, the facilities and infrastructure provided are quite adequate, although not all students can use them simultaneously because learning practices are carried out in groups. At the Tuma'ninah Yasin Islamic Boarding School and the Daarul Ulya Islamic Boarding School, the facilities and infrastructure provided are also quite adequate and can be used in learning life skills education at the Islamic boarding school. The implementation of life skills education at the three Islamic boarding schools involves various parties, including caregivers, administrators, ustadz/ustadzah, and students. The caregivers and administrators are responsible for the success of each activity, while the ustadz/ustadzah act as educators who master the learning material well. They use lecture, discussion, question and answer, and demonstration methods in delivering material to students. Students are divided into groups to facilitate the learning process and work together to solve problems that may arise.

Overall, the organization of life skill education at the Darul A'mal Islamic Boarding School, Tuma'ninah Yasin Islamic Boarding School, and Daarul Ulya Islamic Boarding School is carried out systematically through the formation of an organizational structure, division of tasks according to expertise, good financial management, provision of adequate facilities and infrastructure, and involvement of various parties in the learning process. This is done to maximize the achievement of the goals of life skill education at the Islamic boarding school.

### **Implementation Stage of Life Skill Education at Darul A'mal Islamic Boarding School, Tuma'ninah Yasin Islamic Boarding School and Daarul Ulya Islamic Boarding School**

Life skill education in Islamic boarding schools is an effort to equip students with life skills that are useful for their future lives. This study examines the implementation of life skill education in three Islamic boarding schools, namely Darul A'mal Islamic Boarding School, Tuma'ninah Yasin Islamic Boarding School, and Daarul Ulya Islamic Boarding School. Data were obtained through in-depth interviews with clerics, teachers, and students, direct observation of life skill education activities, and documentation studies related to the schedule and types of activities carried out.

Based on the results of an interview with KH. Ahmad Dahlan Rosyid from the Darul A'mal Islamic Boarding School, he stated that

*“Life skill education implemented in the boarding school includes personal, social, academic, and vocational skills. Activities implemented include Fahmil Qur'an, Tilawatil Qur'an, MC (Master of Ceremony), Calligraphy, Manaqib, Tahfiz, Hadroh, Syarir Qur'an, Solawatan, Computer, Pencak Silat, Plant Cultivation, Fashion Design Convection, and Marketing (MBM Mart).”*

The results of observations and documentation show that these activities are carried out according to the schedule that has been set, both on weekdays and Sundays. In its implementation,

the teachers at the Darul A'mal Islamic Boarding School use the exemplary method, where they first give examples to the students, then the students practice it themselves. This aims to maximize learning and motivate students to actively participate. In addition, the Islamic boarding school also provides adequate facilities and infrastructure, such as mosques, agricultural land, convection equipment, sewing machines, and MBM Mart for marketing activities. The teachers at this Islamic boarding school are also graduates of S1, S2, and S3 who have expertise in their respective fields.

Meanwhile, at the Tuma'ninah Yasin Islamic Boarding School, the life skill education implemented includes personal, social, academic, and vocational skills, such as Fahmil Qur'an, Tilawatil Qur'an, MC, Calligraphy, Tahfiz, Hadroh, Syarir Qur'an, Solawatan, Computers, Pencak Silat, Culinary Arts, and Agriculture. Based on interviews with Ustadzah Rini and Ustadzah Dewi, *"The learning techniques used include lectures, questions and answers, discussions, assignments, and field practice using learning media available at Islamic boarding schools."*

The learning strategies implemented at the Tuma'ninah Yasin Islamic Boarding School are adjusted to the level of needs and background of the students. The facilities and infrastructure provided, such as mosques, practice areas, cooking equipment, and tambourines, are used alternately by the students. Observations and documentation show that personal skill activities, such as congregational obligatory prayers, are carried out every day, while other activities are scheduled on Sundays or outside school hours.

Meanwhile, at the Daarul Ulya Islamic Boarding School, the life skill education implemented includes Tahfizul Qur'an, Qiroatul Kutub, 3 Language Sermons, Calligraphy, Hadroh Art, Qur'anic Poetry, Vocal Coaching, Computers, Pencak Silat, Plant Cultivation, and Haircuts. Based on interviews with Ustadzah Bariyanti S.Pd. and Ustadzah Nur Baiti, *"Life skills education at this Islamic boarding school is carried out using a learning by doing system, with a ratio of around 30% theory and 70% practice."*

To maximize learning, educators at the Daarul Ulya Islamic Boarding School choose the right strategies and methods according to the age and abilities of the students. The approach taken is adjusted to the characteristics of the students, so that they can easily deliver material, give assignments, and practice in the field. Observations and documentation show that the facilities and infrastructure provided at the Daarul Ulya Islamic Boarding School, such as mosques, study rooms, computer practice rooms, and practice areas, are quite adequate and can be used according to needs in the learning process. Based on interviews with students from the three Islamic boarding schools, it can be concluded that the implementation of life skills education is carried out outside school hours and on Sundays. The activity schedule is arranged in such a way as not to interfere with the formal lesson schedule, so that students can choose activities that suit their talents and interests.

Educators use a variety of methods in delivering material, such as lectures, Q&A, discussions, and demonstrations. They also encourage active participation from students during the learning process, both in theory and practice. The facilities and infrastructure provided by the Islamic boarding schools are utilized optimally to support the success of life skills education. Overall, the results of the study showed that the three Islamic boarding schools have implemented life skills education well, covering personal, social, academic, and vocational skills. The activities carried out are adjusted to the vision and mission of each Islamic boarding school, with the aim of equipping students with life skills that are useful for their lives in the future.

### **Supervision Stage of Life Skill Education at Darul A'mal Islamic Boarding School, Tuma'ninah Yasin Islamic Boarding School and Daarul Ulya Islamic Boarding School**

Life skill education in Islamic boarding schools plays an important role in shaping the character and skills of students to face life after graduating from Islamic boarding schools. Therefore, supervision of the implementation of life skill education is a crucial aspect to ensure the success of this program. This study explores the supervision stage of life skill education in three Islamic boarding schools, namely Darul A'mal Islamic Boarding School, Tuma'ninah Yasin Islamic Boarding School, and Daarul Ulya Islamic Boarding School.

Darul A'mal Islamic Boarding School implements a comprehensive evaluation system, including daily, semester, and annual evaluations. Daily evaluations are carried out by the care staff and assisted by administrators and teachers by observing the students' activeness in participating in learning activities, such as attendance at congregational prayers. Semester evaluations are carried out every six months through oral, written, or practical tests to measure the students' competencies. The results will be reported to the students' guardians in the form of a report card. Meanwhile, the annual evaluation is packaged in the form of a year-end general meeting with the caretakers, kiai, administrators, and teachers to provide activity reports, identify success points and obstacles in each program, and formulate improvements for subsequent programs.

In the supervision process, Darul A'mal Islamic Boarding School faced several obstacles, both from internal and external factors. Internal obstacles came from the lack of motivation of students in participating in learning, while external obstacles came from the surrounding community environment. To overcome internal problems, teachers tried to increase student motivation by developing innovative and interesting learning methods, such as inviting students to see learning objects directly. Meanwhile, for external problems, the Islamic boarding school held socialization with the community regarding the importance of life skill education.

The importance of evaluation in the process of supervising life skill education at the Darul A'mal Islamic Boarding School was emphasized by KH. Abdul Rosyid. He explained that *"Evaluation allows us to identify inhibiting factors, supporting factors, and to find out the extent of success of the education being implemented and the abilities and skills of teachers in the learning process."* In addition to routine evaluations, Darul A'mal Islamic Boarding School also conducts incidental internal evaluations related to violations committed by students, such as smoking, dating, stealing, or bullying. In situations like this, the kiai, administrators, and teachers will hold an impromptu meeting to find solutions and impose sanctions on the students concerned.

For vocational skills education, evaluation is carried out by the facilitator asking the students directly about the obstacles they are experiencing so that they can be given a re-understanding of the material that has not been understood. Meanwhile, evaluation of academic skills education, such as reading activities, is carried out in a structured manner through written and oral tests. Tuma'ninah Yasin Islamic Boarding School has a slightly different approach in evaluating life skills education. For academic skills, evaluation is carried out in a structured manner through written tests at the end of each semester. However, for vocational skills, evaluation is still classified as manual or traditional, where only disclosure is carried out for the evaluation process of vocational skills activities that have been implemented. This Islamic boarding school does not yet have a standard value in the vocational skills evaluation process.

Meanwhile, the Daarul Ulya Islamic Boarding School strives to conduct maximum evaluation through various methods, including daily, weekly, monthly, and annual evaluations. Daily evaluations are carried out by taking attendance of students' activities, while weekly



evaluations are carried out by asking students directly about the obstacles faced during the learning process. For monthly evaluations, written tests are held, and annual evaluations are carried out through meetings with all elements of the Islamic boarding school to discuss the obstacles faced in previously implemented activities and the extent of success of these activities. In terms of evaluating vocational skills at the Daarul Ulya Islamic Boarding School, the assessment is more emphasized on the results achieved by the students. If students are able to complete assignments and get the expected results, they will immediately get grades without having to take written exams like formal school exams. Achieving good results and in accordance with expectations shows that students have been able to understand the learning material according to what is taught. This cannot be separated from the supervision of teachers who always accompany each activity and good cooperation between teachers in overcoming the obstacles faced by students and motivating them.

In this study, data were collected through interviews with kiai, teachers, and students from the three Islamic boarding schools. Observations and documentation were also conducted to support the data obtained from the interviews. The results of the study indicate that although there are differences in the evaluation approach in each Islamic boarding school, all Islamic boarding schools have a strong commitment to supervising the implementation of life skills education. Evaluations are conducted periodically and involve various parties, such as kiai, teachers, administrators, and students, to ensure the success of the program and identify areas that need improvement.

The results of the findings in the previous section can be seen in table 1 below.

**Table 1 Research Findings**

Aspect	Darul A'mal	Tuma'ninah Yasin	Da'arul Ulya
<b>Planning Stage</b>	Internal-external analysis, curriculum development, teaching staff, facilities and infrastructure.	Beginning of year foundation meeting, evaluation of obstacles, determination of teachers and facilities.	Consideration of environmental conditions, teachers, facilities, costs.
<b>Curriculum</b>	Flexible, salafiyah with yellow books, entrepreneurship and agriculture programs every Sunday.	Adapted to the characteristics, including avocado nursery learning in Bandung.	Focus on the talents and experiences of students, stimulating entrepreneurial spirit and independence.
<b>Facility</b>	Mosque, dormitory, library, MBM Mart cooperative, entrepreneurial facilities.	Mosque, agricultural and fisheries practice equipment, implemented at the Lampung branch of the pondok.	Mosque, study room, computer practice room, practice area, hair cutting facilities.
<b>Organizing</b>	The organizational structure involves expert administrators,	Structure involving alumni, field-based work teams,	Caregiver-led structure, scheduling outside formal hours and Sundays.

	scheduling outside formal hours.	schedules outside school hours.	
<b>Financial Management</b>	Foundation funds, business profits are used for development.	Fully managed by a family foundation.	Underwritten and managed by the foundation with the assistance of the treasurer.
<b>Implementation Stage</b>	Personal, academic, skills. Exemplary methods, adequate facilities.	Focus on personal, social, academic, vocational, with lecture methods, discussions, etc.	"Learning by doing" system with a combination of 30% theory and 70% practice.
<b>Evaluation</b>	Daily, semester, yearly, including oral, written, practical tests. Internal and external obstacles.	Evaluation based on reports from students and guardians, discussed at the annual foundation meeting.	Routine and incidental evaluations, focusing on adjusting methods and increasing motivation.

## DISCUSSION

Life skill education in the three Islamic boarding schools is planned comprehensively by considering internal and external environmental analysis. This is in line with the concept of strategic planning in educational management which emphasizes the importance of identifying the strengths, weaknesses, opportunities, and threats of an educational institution (Kautsar & Julaiha, 2024). The internal and external environmental analysis conducted by the Darul A'mal Islamic Boarding School, for example, shows a proactive effort in developing the quality of the institution by considering environmental aspects and influences. This step is relevant to the view (Hanan, 2018) which states that strategic planning in education must take into account environmental factors, both internal and external, so that educational goals can be achieved effectively and efficiently.

In the planning process, the three Islamic boarding schools also involved various related parties, such as caretakers, administrators, ustadz/ustadzah, guardians of students, and students who will participate in the activities. The involvement of all parties is carried out so that the activities are organized and carried out well. This is in line with the principle of participation in educational planning which emphasizes the importance of involving all stakeholders to ensure the success of the program (Muhajir et al., 2023). Previous research conducted by (Supriyanto, 2020) also found that the involvement of all elements of Islamic boarding schools in life skills education planning had a positive impact on the process of program development and implementation.

In the organizing stage, the division of tasks and responsibilities is carried out systematically according to the expertise and competence of each individual. This is in line with the principles of organizing education which emphasize a clear division of tasks and responsibilities, as well as good coordination between individuals and work units (Talibo, 2018). The formation of work teams in life skill education in the three Islamic boarding schools is also a good practice, because it allows for collaboration and synergy between educators in maximizing the learning process and

overcoming possible obstacles. This is in accordance with the opinion of (Edy Supriyadi, 2017) which states that the formation of work teams in education can increase the efficiency and effectiveness of program implementation.

In implementing life skill education, the three Islamic boarding schools use various learning methods, such as lectures, discussions, Q&A, and demonstrations. In addition, educators also encourage active participation from students during the learning process, both in theory and practice. This is in line with the principles of effective learning, such as the use of various methods, active involvement of students, and the creation of a conducive learning environment. (Pujiman et al., 2021). Penelitian yang dilakukan oleh (Saepudin, 2016) also found that Islamic boarding schools that are effective in life skills education are those that are able to integrate academic learning with practical skills, and involve active participation from students in the learning process.

In terms of supervision, the three Islamic boarding schools implement a comprehensive evaluation system, including daily, semester, and annual evaluations. Evaluations are conducted to measure the competence of students, identify inhibiting and supporting factors, and formulate improvements for subsequent programs. This is in accordance with the concept of educational evaluation which aims to collect, process, and present data or information to be used as consideration in decision making (Rukajat, 2018). The evaluation carried out includes academic and vocational aspects, and involves various parties, such as kiai, teachers, administrators, and students (Meilya, 2018).

Interestingly, although there are differences in the evaluation approach in each Islamic boarding school, all Islamic boarding schools have a strong commitment to supervising the implementation of life skills education. For example, Darul A'mal Islamic Boarding School conducts structured evaluations through written and oral tests to assess academic skills, while for vocational skills, mentors ask students directly about the obstacles they experience. Meanwhile, Tuma'ninah Yasin Islamic Boarding School conducts structured evaluations for academic skills through written tests, but for vocational skills it still uses a manual or traditional approach. Meanwhile, Daarul Ulya Islamic Boarding School conducts maximum evaluations through various methods, including daily, weekly, monthly, and annual evaluations. For vocational skills, the assessment is more emphasized on the results achieved by students.

These differences in evaluation approaches indicate that each Islamic boarding school has different characteristics and needs, thus requiring an adapted evaluation method. However, in general, the evaluations conducted in the three Islamic boarding schools are in line with the evaluation principles that emphasize the involvement of all related parties, and are carried out continuously to obtain accurate and complete information (Mustafa, 2021). This is important to ensure the success of the program and identify areas that need improvement.

The findings of this study are also in line with studies conducted by (Koswara, 2014) which states that life skill education in Islamic boarding schools is carried out by paying attention to the stages of planning, organizing, implementing, and evaluating. The study also revealed that life skill education in Islamic boarding schools aims to equip students with life skills that are useful for their lives in the future. This finding reinforces the importance of systematic management in the implementation of life skill education in Islamic boarding schools (Irjanawadi et al., 2023).

In addition, the results of this study also support the findings of a study conducted by (Prayoga et al., 2019) found that Islamic boarding schools that are effective in life skill education are those that are able to integrate academic learning with practical skills, and involve active participation from students in the learning process. This finding is in line with the practices

implemented at the Darul A'mal Islamic Boarding School, the Tuma'ninah Yasin Islamic Boarding School, and the Daarul Ulya Islamic Boarding School, where the three Islamic boarding schools strive to combine academic learning with vocational skills, such as entrepreneurship, agriculture, convection, and others. In addition, varied learning methods that involve active participation from students are also implemented at the three Islamic boarding schools.

The importance of life skills education in Islamic boarding schools is also supported by the results of research conducted by (Dinata et al., 2023). In his research, Dinata highlighted that life skill education aims to equip students with skills needed in everyday life, such as communication skills, social skills, academic skills, and vocational skills. By having these skills, students will be better prepared to face challenges and demands in the future, both in the world of work and in social life.

Furthermore, the findings of this study are also in line with the concept of life skills education put forward by (Abidin, 2014). Abidin stated that life skill education includes skills needed to live everyday life, such as personal skills, social skills, academic skills, and vocational skills. In the implementation of life skill education in the three Islamic boarding schools studied, the four aspects of skills are accommodated through various activities, such as Fahmil Qur'an, Tilawatil Qur'an, MC (Master of Ceremony), Calligraphy, Manaqib, Tahfiz, Hadroh, Syarir Qur'an, Solawatan, Computers, Pencak Silat, Plant Cultivation, Fashion Design Convection, and Marketing.

Interestingly, in addition to equipping students with life skills, life skill education in Islamic boarding schools also plays a role in shaping the character and personality of students. This is supported by the results of research conducted by (Mutaqin, 2023) who found that life skill education in Islamic boarding schools is not only aimed at providing practical skills, but also at instilling strong spiritual and moral values in students. The study concluded that life skill education in Islamic boarding schools has a positive impact on the formation of character and personality of students, so that they have more complete provisions to face life in the future.

The findings of this study also support the theory put forward by (Defitrika & Mahmudah, 2021), which states that life skill education in Islamic boarding schools aims to develop the potential and skills of students so that they can live independently and be useful to society. This can be seen from the efforts made by the three Islamic boarding schools in providing adequate facilities and infrastructure to support the implementation of life skill education, such as mosques, agricultural land, convection equipment, sewing machines, and MBM Mart for marketing activities. With adequate facilities, students can develop their skills optimally, so that they have more complete provisions to live independently and contribute to society after graduating from Islamic boarding schools.

Overall, the results of this study provide a comprehensive picture of the implementation of life skills education in three Islamic boarding schools, from the planning stage to supervision. These findings are in line with the concepts of educational management and the principles of effective learning, and are supported by the results of relevant previous studies and theories related to life skills education in Islamic boarding schools. Through systematic and planned management, Islamic boarding schools can facilitate the development of students' life skills optimally, so that they can have sufficient provisions to face future challenges, both in terms of academic, vocational, personal, and social skills. In addition, life skills education in Islamic boarding schools also contributes to the formation of strong and integrated character and personality of students.

Based on this description, a new contribution to this study can be seen in how the implementation of life skills education in Islamic boarding schools provides a new contribution to the development of a skills-based education model, both in terms of planning, implementation, evaluation, and impact on character formation, in the following table.

**Table 2 New Contributions to the Development of Skills-Based Education Models**

<b>Aspect</b>	<b>Novelty</b>	<b>Relevance to Previous Research</b>
<b>Planning Stage</b>	Life skill education planning is done comprehensively with internal and external environmental analysis. The involvement of various parties increases the effectiveness and success of the program.	Supporting Kautsar & Julaiha's (2024) concept of strategic planning, as well as Supriyanto's (2020) findings on the importance of involving various elements.
<b>Organizing</b>	The organizational system uses a systematic division of tasks according to competence, with the formation of work teams to encourage collaboration and synergy.	Consistent with Talibo (2018) and Supriyadi (2017) regarding the importance of clear division of tasks and the formation of work teams in education.
<b>Implementation</b>	A combination of varied learning methods (lectures, discussions, Q&A, demonstrations) and integration of theory and practice. Increasing the active involvement of students in learning.	In line with Pujiman et al. (2021), Saepudin (2016), and Prayoga et al. (2019) regarding the importance of active participation and varied learning methods.
<b>Evaluation</b>	Multi-level evaluation (daily, weekly, semester, yearly) is adjusted to the needs of the Islamic boarding school, covering academic and vocational. Oriented towards identifying obstacles and development.	Relevant to Mustafa (2021) and Meilya (2018) regarding educational evaluation that involves many parties continuously for program effectiveness.
<b>Academic and Vocational Integrity</b>	An innovative approach by combining academic learning and practical skills (agriculture, entrepreneurship, convection) to develop students' life skills holistically.	Strengthening the findings of Koswara (2014) and Dinata et al. (2023) regarding the importance of integration between academic education and practical life skills in Islamic boarding schools.
<b>Character Building</b>	Life skills education does not only focus on practical skills, but is also oriented towards the formation of character and spiritual values of students for community life.	In line with Mutaqin (2023) and Defitrika & Mahmudah (2021) regarding the contribution of life skills education to the formation of character and independence of students.

## CONCLUSION

Darul A'mal Islamic Boarding School, Tuma'ninah Yasin Islamic Boarding School, and Daarul Ulya Islamic Boarding School have implemented life skill education management well through the stages of planning, organizing, implementing, and supervising. The planning process is carried out comprehensively by involving various related parties and considering internal and external environmental analysis. The division of tasks and responsibilities in organizing is carried out systematically according to the expertise and competence of each individual. The implementation of life skill education covers various skills, such as personal, social, academic, and vocational, using various learning methods and involving active participation from students. Furthermore, the supervision process is carried out periodically through daily, semester, and annual evaluations, and involves various parties to ensure the success of the program and identify areas that need improvement.

Although this study has provided a comprehensive picture, there are several limitations that need to be considered. First, this study was only conducted in three Islamic boarding schools in Metro City, so the results of the study may not be fully generalizable to Islamic boarding schools in other areas that have different characteristics and cultures. Second, this study only focuses on the management aspect of life skill education, so it has not explored in depth the impact or effectiveness of life skill education on the readiness of students in facing life after graduating from Islamic boarding schools. Third, this study only uses qualitative methods, so the results of the study may be less generalizable and less in-depth in their statistical analysis. For further research, it is recommended to expand the scope of the Islamic boarding schools studied, explore the impact of life skill education on the readiness of students, and use mixed methods (qualitative and quantitative) to obtain more comprehensive results...

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