
IMPLEMENTATION OF LIFE SKILL EDUCATION IN THE EFFORT TO DEVELOP STUDENTS AT THE INTERNATIONAL STUDENT ISLAMIC BOARDING SCHOOL KH. MAS MANSUR UMS

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Abstract: Life skills are an important potential in humans that can develop according to individual interests and talents. This research focuses on the implementation of Life Skill Education in the KH International Student Islamic Boarding School. Mas Mansur (PESMA) at the University of Muhammadiyah Surakarta, which aims to empower students with practical skills and self-potential to be ready to face future challenges. PESMA not only teaches religious aspects but also skills that are relevant to the times, combining cognitive, affective, and psychomotor aspects. With a phenomenological approach, this study examines the experiences of students in the Life Skills program which is designed to produce a generation of community leaders. The research method used is qualitative, with data collection techniques through observation, interviews, and documentation. The data sources consist of primary and secondary data, involving the Director, the Nursing Board, PBC and PMC Administrators, as well as students and volunteers. The data was analyzed using the Miles and Huberman method, through the stages of collection, reduction, presentation, and conclusion. The results of the study show that the Life Skills program at PESMA is effective in helping students develop interests and talents, as well as improving their time management, communication, and negotiation skills. Thus, students become individuals who are better prepared to face the world of work after graduation.

Keywords: implementation, life skill education, self-development, mahasantri, international student boarding school.

INTRODUCTION

Education is a fundamental tool for human development, and in the modern era, life skill education has become an essential aspect of preparing students for real-world challenges. Life skills, including critical thinking, problem-solving, communication, and emotional resilience, play a crucial role in students' personal and professional growth. In Islamic boarding schools (pesantren), particularly those with an international student base, the integration of life skill education is significant in shaping students' competencies to navigate a rapidly changing world while maintaining Islamic values. The International Student Islamic Boarding School KH. Mas Mansur UMS aims to cultivate students who are not only academically proficient but also equipped with practical skills that enable them to contribute effectively to society [1], [2].

Research Gap. Despite the increasing recognition of life skill education in various educational institutions, there is a limited body of research on its structured implementation in Islamic boarding schools, particularly those catering to international students. Many studies focus on life skill education in public and private schools but often overlook its role in pesantren settings, where the integration of Islamic teachings and modern competencies must be harmonized. Additionally, research on international student development in Islamic boarding schools remains scarce, leaving gaps in understanding how cultural diversity and global perspectives influence the effectiveness of life skill programs. This study aims to bridge this gap by analyzing how life skill education is implemented at KH. Mas Mansur UMS and its impact on students' holistic development [1], [2].

Significance of the Study. This research is significant in several ways. First, it contributes to the field of Islamic education by providing insights into how life skill education can be effectively integrated within the pesantren system. Second, it offers a model for other Islamic boarding schools that seek to enhance their educational programs in response to global challenges. Finally, the findings can serve as a reference for policymakers and educators in designing curricula that balance religious teachings with essential life skills, ensuring that students are well-prepared for both the academic and practical demands of the future [1], [2].

Life skills are an important potential in humans, which can develop according to their respective interests and talents, such as in beauty, business, art, and others. Pesantren Mahasiswa Internasional KH. Mas Mansur (PESMA) at the University of Muhammadiyah Surakarta, focuses on empowering human resources by producing quality cadres through various programs, including Life Skills. The purpose of this program is to equip students with practical skills and self-potential to be ready to face future challenges [3]–[5].

Islamic boarding schools in Indonesia, including PESMA, not only play a role in religious teaching but also in the development of other skills relevant to the times [6], [7]. PESMA provides an education that combines cognitive, affective, and psychomotor aspects, and emphasizes the importance of communication, cooperation, and self-development skills. This pesantren has a motto to give birth to a generation of people leaders, so the Life Skills program is designed to meet the demands of a dynamic future, especially in the era of technology [8]–[10].

Potential and self-development are important aspects in preparing students to face life after graduation [11], [12]. Life Skills at PESMA, with expert guidance, helps students recognize their abilities, so that they can contribute to society more confidently and skillfully [13]–[15].

LITERATURE REVIEW

The literature discussed in this study highlights the importance of Life Skill development in various educational institutions. Several previous studies have discussed different methods and approaches to developing these skills. Here is a summary of some of the related studies:

1. Aminullah & Marsuki Ali (2020) researched the concept of self-development in the era of communication technology 4.0. They emphasized the importance of controlling technology, not being controlled by it. Self-development includes education, relationships, and experiences to help individuals make good decisions and understand who they are. In this study, technology continued to evolve, but many misused it to limit human interaction [16].
2. Damanhuri (2018) researched soft skills development methods at Darussalam Gontor University (UNIDA Gontor). He identified seven steps in the development

of soft skills, such as direction, training, and habituation, which are supported by a humanistic approach, program, and idealism. The study also highlights supporting factors, such as independence, transformational leadership, and a supportive environment, as well as inhibiting factors, such as unwritten regulations and student burnout [17].

3. Akbar, Ridfah, & Tamar (2018) researched the self-development of Hasanuddin University students related to Leadership Identity. They found six stages of leadership identity formation which include awareness, exploration, and integration. Important factors in the formation of leadership identity include increased self-awareness, self-confidence, interpersonal relationships, and new skills [18].

Overall, these studies emphasize the importance of Life Skills in the context of education to prepare students for the real world. Life skills are not only related to cognitive skills, but also affective and psychomotor aspects, such as cooperation, communication, and sincerity. The research that will be conducted by the author focuses on the development of life skills for students living in Islamic boarding schools, which is the main difference from previous studies.

METHODOLOGY

This research refers to a qualitative paradigm, aiming to explain the phenomenon of implementing Life Skill Education and Self-Development in the KH International Student Islamic Boarding School. Mas Mansur (PESMA), University of Muhammadiyah Surakarta. The methods used include field research and descriptive, with a phenomenological approach to understand the unique context of the student experience [19], [20].



Figure 1. PesmaMart UMS

Data sources are divided into primary data obtained through observation, interviews, and documentation, as well as additional (secondary) data from literature and other sources. The subjects of the study include the Director, the Parenting Board, PBC, and PMC Administrators, as well as students and volunteers [21], [22].

Data collection was carried out by observation, interview, and documentation techniques, to obtain in-depth information. The collected data is analyzed using the Miles and Huberman method, through the stages of collection, reduction, presentation, and conclusion drawn. The validity of the data was tested through

credibility and confirmability, with triangulation techniques and membership checks [23]–[25].

Table 1. Research Methods

No	Component	Explanation
1	Research Paradigm	Qualitative, focusing on the meaning and understanding of phenomena as a whole.
2	Type of Research	Field and descriptive research, provide a systematic and accurate picture of the phenomenon being studied.
3	Approach	A phenomenological approach to understanding a unique context, as well as a philosophical approach explores the essence of the thoughts of related figures.
4	Data Source	1) Primary sources of data: observations, interviews, documentation from leaders, nurturing boards, PBC and PMC administrators, students, and volunteers. 2) Secondary data sources: reference books, journals, statistics, etc.
5	Objects and Subjects	1) Object: KH. Mas Mansur UMS. 2) Subjects: Director, Nursing Board, PBC and PMC Administrators, students, volunteers.
6	Data Collection	1) Observation: systematically observing the behavior of the subject. 2) Interview: structured and unstructured to obtain information from the subject. 3) Documentation: collects data from personal and official documents.
7	Data Analysis	Following the steps of collecting, reducing, presenting, and drawing conclusions based on Miles and Huberman's theory. 1) Data Collection: conducted before and after the study. 2) Data Reduction: consolidation and consolidation of interview results, observations, etc. 3) Data Presentation: in the form of a theme category matrix. 4) Drawing Conclusions: the final result of the theme category that has been analyzed.
8	Data Validity	1) Credibility: Checking data for accuracy. 2) Confirmability: Assessing the alignment between the data, interpretation, and research report.

RESULTS AND DISCUSSION

Implementation Of Life Skill Education Through Pesma Media Centre

Pesma Media Center is one of the Pesma business units that is currently in full concentration on the development of Pesma itself and its students. The Pesma Media Center better known as PMC among the pesma focuses on the field of pesma media development so that everything that is disseminated is all through the PMC.

In its journey, PMC focuses on several areas that will be outlined as follows:

1. Graphic Design

The field of graphic design is a field that focuses on designing to disseminate communicative information through flyers, posters, content, writings, and others. Graphic Design can be said to be a complicated field because it requires special skills to be able to understand each different application as well as the tools used in certain applications. Not to mention that sometimes inspiration is needed to be able to pour out his ideas in doing his work [26]–[28].

Based on an interview with one of the graphic design members who also doubles as the chairman of PMC, it is necessary to have certain skills and a strong will to be able to join this team. The reason is that this task can be said to be like catching up with airing, especially when there are many events. Therefore, anyone who joins and becomes part of the graphic design must be able to try as well as possible. In addition to intellectual intelligence, it also requires emotional intelligence [29], [30].

So far, the graphic design team has been able to complete its task very well. This can be seen in that each person has a special characteristic of his or her design style and also the ability to manage time and strong skills is one of the plus points in this field of graphic design. Training for the core team is also actively followed on various platforms and offline which will then be transferred to the management and other students as a form of follow-up for provisions in the future [31], [32].

2. Photographers

Photography activities can be one of the hobbies that are very popular with many people because taking pictures of something is capturing a story that will not be forgotten. This is in line with the role of photographers in the PMC team. In general, the photographer's job is to capture every activity and moment that exists, both in internal and external events so that these photos will become an important document and archive [33], [34].

From the direct meeting with the PMC photographer team, it was stated that the opportunity to take pictures was not only in internal activities but also in external activities. To hone these skills, the photographer team has indeed equipped the supporting tools so that the resulting images will also be good. However, sometimes some provisions require the camera to operate the camera. However, this does not solely lower the morale of the teams because some of the members involved already have their duties [35], [36].

Overall, the existence of the field of photography in the school has become one of the things that students already know, so it is not uncommon for students (who have not been involved in life skills) to come to the core photography team and ask to learn together. Usually, students have a high interest and talent in photography. In addition to photography, a photographer in the core team also has a role in editing photos so that they do not only focus on taking pictures. For the field of photography, it also holds training for students and escorts in the training [37], [38].

3. Videographers

The field of videography also coexists with the field of photography which is equally focused on taking pictures, it's just that video is a moving image. The Pesma videography team is very active in various events at the Pesma. Even last June, the PSMA videographer team succeeded in playing a role in the akhirussanah event held by Pesma for final-year students. In general, these big events usually call for a reliable and professional documentation team, but if the PMC team can join, it means that they are already pro and have mastered the field and also the equipment [39].

The role of videographers in the festival is very active, even the schedule in content creation is quite neat and regular. For social media connoisseurs, this is certainly very encouraging because, with a regular content schedule, it is easy for someone to update what will be presented. The content presented also includes many things such as hadiths, reminders of Islamic holidays, sunnah fasts, congratulations, the application of manners, and many other interesting contents that always pampers the eyes of social media users. Currently, the platforms that are active for Pesma are Instagram, YouTube, TikTok, Twitter, and Facebook.

The videographer team has staff and volunteers who help in carrying out many things in carrying out their duties so that the cadre in this team has indeed been running accompanied by careful escorts and training. Currently, it is also a gratitude for the head of the videographer team because the members can be independent in carrying out their duties. Starting from taking videos, editing videos, and the right position to take videos to communication with other teams that are very compact and solid [40].

4. Journalism

Journalism is very closely related to the media; a journalist and the media are likened to bees and honey that will never be separated. So, with the content present, there will be an explanation of the series of letters that are connected to an editorial. This position is filled by one of the members of the UMS campus public relations who has many links to the world of journalism so that to increase the news of the festival can be easily [41], [42].

This journalistic activity has also actually been packaged in the morning class material for senior students, namely KBM (Community Provision Ability) which explores little by little what life skills students need to have when entering the community order according to their talents. Many are interested in KBM writing and writing, especially girls. However, journalistic activities and scientific writing are different so continuous training is needed [43], [44].

Presenting fresh and interesting news is certainly not an easy matter if it is not accompanied by a lot of flying hours. Therefore, the specialization of writing in Pesma is highly encouraged both from a scientific and non-scientific perspective. Even the Director of Pesma KH. Mas Mansur UMS has also set an example by publishing solo books and of course so many scientific works. Some of the students have even participated in one of the student activity units engaged in journalism and joined PMC so to this day many administrators and students are aware of the importance of writing. Pesma also provides for final semester students who are writing theses and theses [45], [46].

Implementation of Life Skill Education Through Pesma Business Center

Pesma Business Center is one of the business units of Pesma which was established from the initiation of one of the board of trustees who aspires to have a business unit for the life of Pesma in the future. The hope is that from this PBC, students can learn many things about the business world which will never end and can be entered from any major. Like pesma whose students consist of various majors. Therefore, all fields that are in the pesma and produce something will be coordinated by PBC, including:

1. Pesma Mart

Pesma Mart is a business unit that provides food and logistics needs for students. Pesma Mart on its journey has undergone changes that are not short. Starting from just a name PBC moved to serve the canteen of sincerity then little by little expanded to make branding by making cardboard snacks, serving merchandise, and guest rooms until finally Pesma Mart could stand as it is today [\[47\]](#).



Figure 2. Pesma Mart (Student Shopping Place)

Pesma Mart in this case accommodates students so that they can learn about organizing, organizing, managing a business, and building relationships with others. In addition to focusing on customers, students involved in Pesma Mart will also build good relationships and communication with clients, partners, and colleagues so that this can foster luck with each other. The benefits obtained by the Pesma mart itself and its management can be said to be very encouraging, in addition to increasing the branding of pesma and anything in it also provides benefits for its students such as monthly money, vouchers, and supporting certificates of proof of participation.



Figure 3. Students Are Shopping for Daily Needs

2. Pesma Laundry

One of the facilities when students enter and live in the pesma is to get laundry of approximately 10 kg per month, if later the laundry used exceeds the limit, there will be an excess borne by each student. However, this is certainly to the existing provisions and also the total of all that has been coordinated by the laundry. Pesma Laundry and Pesma Mart are in one coordinator so that indeed the service procedures are made in one place.

Pesma Laundry and Pesma Mart are located in an old mosque that has not been used for a long time. As for before the students put their laundry into the laundry cabinet of each room, the students will go to the cashier of Pesma Mart to be weighed and recorded. The clothes that will be in the laundry have also been marked by the owner through a *seh9ngga* note, if there is a mistake in the laundry, both from the number and type of clothes, it can be cross-checked again through the record.

Learning with pesma laundry is seen as very simple, but it turns out that for the students involved is a challenge. In addition to having to understand business science, economics, and most importantly building communication with clients and partners.

It was conveyed by one of the coordinators of the laundry pesma who found new things when communicating with partners. There is a slight mistake when calculating laundry which has an impact on students when the laundry has arrived. So that's where the communication skills of the coordinator are very necessary because what is faced is not peers or seniors but equivalent to mothers who have entered the age of 40. So, pesma also pays great attention to these things.

3. Pesma Food

Food Pesma is one of the fields that is still very new in PBC coordination. Pesma Boga itself is engaged in catering to take care of food and snacks. The role and function carried out by Pesma Boga has begun to be known by the Pesma audience and also several campus leaders. Therefore, Pesma Boga is currently building good partners and relationships anywhere, because this will have an impact on this field itself. Currently, many students have started to help at Pesma Boga and play an active role.

On its way, Pesma Food has permanent partners who have indeed become part of the Pesma infrastructure, namely the Pesma canteen. The pesma canteen is indeed used as a permanent partner because it always provides the needs of children in terms of logistics and this is the role of the food canteen. The food festival volunteers are also asked to practice handling customers. Pesma boga also teaches volunteers to be able to work in a team because this also involves external partners who have relationships with him.

The procedure for ordering food to pesma food is indeed only through one door, namely the senior staff, this is done so as not to create confusion for other members. In addition to establishing with other partners, Pesma Mart is also one of the references to order snacks that have been provided, so that indeed the wheel rotation in this pesma business unit is interconnected with each other. Pesma Food has great hopes that one day it can produce its snacks and food [\[45\]](#), [\[46\]](#).

4. Pesma Inn

Pesma Inn was built to provide lodging to guardians who are stopping by Pesma when visiting their sons/daughters. However, as time went by, the name pesma became more and more known to many people and began to recommend pesma as a place to live temporarily. Transit). Since then, Pesma has only had 5 rooms, 3 are in the women's plasma, and the other 2 are in the men's pesma. In connection with that, in the end, the director of Pesma through a long journey and coordination with the leaders of Pesma built a yellow building which at that time was used for temporary guests.

Previously, the name of Pesma Inn was called Guest Room, but because it was changed to an inn for outside guests, it was changed to Pesma Inn. The management of this Pesma Inn was initially only given to one person, but because there were indeed many who used not only from the guardians of the students but also the guests of the organization and the campus who often stayed at the Pesma Inn, the management for

the pesma inn was formed. During its transition period which has changed so much, in the end, Pesma Inn became one of the fields under the coordination of PBC and was included in one of the rapidly growing pesma business units.

Currently, the number of students involved in the Pesma Inn has reached a considerable number, around 5-7 people during his management period. However, this does not make the administrators neglect their duties to continue learning, precisely from here the students involved can learn to divide their time well and practice communication skills with the parents of the leaders and also other people who have never met. This is an extraordinary opportunity that was obtained at Pesma during his time as the administrator of Pesma Inn. Of course, in carrying out their duties, the volunteers are always equipped with escort, and training directly by the director of the pesma so that the volunteers will carry out their duties smoothly [45], [46].

Analysis and Discussion

The implementation of Life Skill Education at KH. Mas Mansur International Student Islamic Boarding School, University of Muhammadiyah Surakarta, reflects a progressive approach to holistic student development. The integration of practical skills alongside religious and academic education ensures that students are well-prepared to navigate the complexities of both professional and personal life. This section discusses the key elements that contribute to the effectiveness of the life skill programs and their broader implications for Islamic education [45], [46].

One of the major strengths of the PESMA life skill program is its structured and systematic approach. The inclusion of training sessions, expert mentorship, and continuous evaluation allows students to acquire and refine essential skills such as leadership, problem-solving, and entrepreneurship. The Pesma Media Centre and the Pesma Business Centre serve as practical platforms where students can apply their knowledge in real-world scenarios. These initiatives enable students to engage in media production, business management, and public relations, thereby enhancing their time management, communication, and negotiation skills. The hands-on experiences gained from these programs prepare students to enter the workforce with confidence and competence [45], [46].

Another critical factor in the success of life skill education at PESMA is its alignment with Islamic values. Unlike conventional skill development programs that often focus solely on professional competencies, PESMA ensures that students cultivate ethical awareness, social responsibility, and strong moral character. This integration helps maintain the Islamic identity of students while equipping them with the necessary skills to contribute meaningfully to society. The blend of religious principles with practical training fosters a well-rounded individual capable of upholding Islamic ethics in professional environments [47].

However, challenges remain in ensuring that life skill education is accessible and equally beneficial to all students. Factors such as language barriers for international students, varying levels of prior skill exposure, and the need for more diverse program offerings should be addressed to further enhance the program's effectiveness. Expanding collaboration with industry professionals and increasing internship opportunities can also provide students with broader exposure to real-world work environments. In conclusion, the implementation of life skill education at KH. Mas Mansur International Student Islamic Boarding School serves as a model for integrating practical skill development within an Islamic educational framework. By continuously improving and adapting these programs, PESMA can further enhance its role in preparing students for future challenges while preserving their religious and ethical values [47].

CONCLUSION

Based on the findings and analysis, it can be concluded that the implementation of Life Skill Education at the KH. Mas Mansur International Student Islamic Boarding School, University of Muhammadiyah Surakarta, has a significant positive impact on students' self-development. The structured life skill programs at PESMA effectively nurture students' personal and professional growth, enabling them to develop essential competencies beyond academic knowledge. The success of this implementation is largely attributed to the combination of expert guidance, continuous training, and structured evaluation. These elements ensure that students not only acquire practical skills but also receive the necessary mentorship to refine and apply them in real-life situations. Programs such as the Pesma Media Centre and the Pesma Business Centre provide students with opportunities to explore new areas of interest, develop their talents, and gain hands-on experience in media production, entrepreneurship, and project management. These initiatives also play a crucial role in equipping students with critical soft skills, including time management, effective communication, leadership, and negotiation. Furthermore, the integration of life skill education within the Islamic boarding school environment helps students align their professional development with Islamic values, fostering a sense of responsibility, ethical awareness, and social contribution. The combination of religious teachings and practical skills ensures that graduates are not only academically proficient but also well-prepared for the challenges of the modern workforce. Overall, the life skill education model at KH. Mas Mansur International Student Islamic Boarding School serves as an exemplary framework for other Islamic educational institutions. By emphasizing both academic excellence and practical skill development, PESMA effectively prepares students for future career challenges while maintaining their Islamic identity. This study highlights the importance of structured life skill programs in Islamic education, offering valuable insights for educators and policymakers aiming to enhance student development in boarding school settings.

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Conflicts of Interest

All authors declare no conflict of interest.

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