



THE IMPLEMENTATION OF LIFE SKILLS PROGRAMS IN ISLAMIC BOARDING SCHOOL BASED JUNIOR HIGH SCHOOLS IN TIGRAKASA TANGERANG REGENCY

Shinta Widiyanti¹, E. Nurzaman², Yulita Pujilestari³, Sri Utaminingsih⁴
^{1,2,3,4} Universitas Pamulang, Indonesia

Email: shintawidiyanti018@gmail.com



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ABSTRACT

This study examines the implementation of life skills programs in Islamic boarding school junior high schools (SMP) in the Tigaraksa area, Tangerang Regency. The research focuses on analyzing the processes of planning, implementation, and evaluation of life skills programs, as well as identifying supporting and inhibiting factors and the outcomes of program implementation in shaping students' independence, character, and practical competencies. The integration of life skills education in boarding schools is considered a strategic effort to respond to the demands of the 21st century, which requires students not only to master academic knowledge but also to possess essential skills for real-life challenges. This research employed a qualitative descriptive approach using a case study design. The research subjects consisted of school principals, teachers, boarding school administrators, and students from several Islamic boarding school based junior high schools in Tigaraksa, including SMP Islam Al Mubarak, SMP Islam Nur Antika, and Pondok Pesantren Baitul Muqoddas. Data were collected through in-depth interviews, participatory observation, and documentation studies. The data analysis was conducted through stages of data reduction, data display, and conclusion drawing, supported by open coding, axial coding, and selective coding techniques. The validity of the data was ensured through source and technique triangulation

ABSTRAK

Penelitian ini mengkaji implementasi program keterampilan hidup di SMP berasrama Islam di wilayah Tigaraksa, Kabupaten Tangerang. Penelitian ini berfokus pada analisis proses perencanaan, implementasi, dan evaluasi program keterampilan hidup, serta mengidentifikasi faktor pendukung dan penghambat serta hasil implementasi program dalam membentuk kemandirian, karakter, dan kompetensi praktis siswa. Integrasi pendidikan keterampilan hidup di sekolah berasrama dianggap sebagai upaya strategis untuk menjawab tuntutan abad ke-21, yang mengharuskan siswa tidak hanya menguasai pengetahuan akademis tetapi juga memiliki keterampilan penting untuk menghadapi tantangan kehidupan nyata. Penelitian ini menggunakan pendekatan deskriptif kualitatif dengan desain studi kasus. Subjek penelitian terdiri dari kepala sekolah, guru, pengelola sekolah berasrama, dan siswa dari beberapa SMP berasrama Islam di Tigaraksa, termasuk SMP Islam Al Mubarak, SMP Islam Nur Antika, dan Pondok Pesantren Baitul Muqoddas. Data dikumpulkan melalui wawancara mendalam, observasi partisipatif, dan studi dokumentasi. Analisis data dilakukan melalui tahapan reduksi data, penyajian data, dan penarikan kesimpulan, yang didukung oleh teknik pengkodean terbuka, pengkodean aksial, dan pengkodean selektif. Validitas data dipastikan melalui triangulasi sumber dan teknik.

Kata kunci: *Life Skills Program, Islamic Boarding School Based Education, Student Independence, Qualitative Research, Educational Management.*

PENDAHULUAN

Education is widely recognized as a strategic instrument for developing human capital capable of responding to complex social, economic, and cultural challenges. In contemporary educational discourse, learning outcomes are no longer confined to academic attainment and cognitive performance. Instead, increasing emphasis is placed on learners' capacity to apply knowledge, values, and skills in real-life contexts. This paradigm shift has positioned life skills education as a core component of quality education systems. Life skills encompass a range of personal, interpersonal, and vocational competencies that enable individuals to manage everyday demands, adapt to change, and participate productively in society. Consequently, formal education institutions are expected to cultivate both intellectual competence and functional life capabilities.

The growing importance of life skills education is closely linked to the dynamics of the twenty first century, which are characterized by globalization, technological disruption, and labor market transformation. Learners are increasingly required to demonstrate adaptability, critical thinking, communication skills, collaboration, and problem solving abilities. Research indicates that academic knowledge alone is insufficient to ensure successful transitions to higher education, employment, and civic engagement. Without adequate life skills, students may encounter difficulties in managing personal responsibilities, social relationships, and professional demands. Therefore, integrating life skills education into formal schooling is viewed as a strategic response to preparing learners for uncertain and rapidly changing futures.

In the Indonesian context, life skills education aligns with national educational objectives articulated in Law Number 20 of 2003 on the National Education System. The law emphasizes the development of learners who are independent, creative, responsible, and capable of contributing to society. This policy framework underscores that education should foster holistic human development, integrating cognitive, affective, and psychomotor dimensions. At the level of lower secondary education, students experience significant cognitive, emotional, and social transitions. Accordingly, this stage represents a critical period for embedding life skills education to support identity formation, self-regulation, and social competence alongside academic learning.

Islamic boarding school, often referred to as boarding school lower secondary schools, constitute a distinctive institutional context within Indonesia's education system. Historically, boarding school have functioned as centres of religious learning, moral formation, and character education. The boarding system promotes discipline, communal responsibility, and adherence to ethical values through continuous supervision and structured daily routines. In recent decades, boarding school based schools have undergone institutional transformation by integrating national curricula with religious education. This hybrid model positions boarding school based schools as potential sites for implementing life skills education that combines spiritual values with practical competencies relevant to contemporary life.

Life skills education in boarding school based schools is commonly operationalized through experiential and practice-oriented learning activities. These activities may include entrepreneurship education, agricultural and vocational training, leadership development, and structured routines that promote self-reliance and responsibility. Such approaches reflect principles of experiential learning, where knowledge is constructed through active engagement and reflection. The residential nature of boarding school provides a continuous learning environment that extends beyond classroom instruction, allowing life skills to be

reinforced through daily practices and social interactions. However, the effectiveness of these programs depends on systematic design, institutional support, and alignment with educational objectives.

Despite their potential, the implementation of life skills programs in boarding school based lower secondary schools often faces structural and operational challenges. Previous studies have identified constraints related to limited infrastructure, insufficient instructional expertise, and competing academic and religious demands. In some institutions, life skills education is implemented informally or as an extracurricular activity without clear learning outcomes or assessment frameworks. As a result, the impact of life skills programs on students' competence development may be uneven and difficult to evaluate. These challenges highlight the need for empirical research that examines how life skills programs are planned, implemented, and assessed within boarding school based educational settings.

These issues are particularly relevant in the Tigaraksa area of Tangerang Regency, a region experiencing socio economic transition and educational diversification. Several pesantren based junior high schools in this area have initiated life skills programs aimed at enhancing students' independence and employability. However, preliminary observations suggest variations in program structure, instructional strategies, and evaluation practices across institutions. Such variations indicate that local contextual factors, leadership practices, and resource availability play significant roles in shaping program implementation. Understanding these contextual dynamics is essential for developing effective and sustainable life skills education models.

From a theoretical standpoint, life skills education is grounded in holistic education theory, experiential learning theory, and human development perspectives. These frameworks emphasize learner centred approaches, contextual relevance, and the integration of values and competencies. In boarding school based schools, these theoretical principles intersect with religious and cultural traditions that prioritize moral development and social responsibility. Nevertheless, theoretical alignment alone is insufficient. Effective life skills education requires intentional planning, clearly defined competencies, instructional coherence, and continuous evaluation to ensure meaningful learning outcomes.

Against this backdrop, the present study aims to analyze the implementation of life skills programs in pesantren based junior high schools in the Tigaraksa area of Tangerang Regency. Specifically, the study examines program planning processes, implementation strategies, evaluation mechanisms, and factors that facilitate or constrain program effectiveness. In addition, it explores perceived outcomes of life skills education in terms of students' independence, character formation, and acquisition of practical competencies. A qualitative descriptive approach is employed to capture the perspectives and experiences of key stakeholders within the institutional context.

This study is expected to contribute to the broader discourse on life skills education and faith based schooling. The findings may inform educational practitioners, school leaders, and policymakers seeking to strengthen life skills programs within integrated religious education settings. Moreover, the study offers empirical insights into how spiritual values and practical competencies can be synergistically developed in lower secondary education. Ultimately, enhancing life skills education in boarding school based schools may support the formation of learners who are ethically grounded, socially competent, and prepared to navigate academic, professional, and societal challenges in an increasingly complex world.

METHOD

1.1 Research Design and Approach

This study employed a qualitative research approach using a descriptive case study design. Qualitative research is particularly suitable for studies that aim to explore social phenomena in depth, understand meanings and processes, and examine interactions within their natural contexts. The implementation of life skills programs in boarding school based junior high schools involves complex educational, cultural, and institutional dynamics that cannot be adequately captured through quantitative measurement alone. Therefore, a qualitative approach was chosen to allow the researcher to gain a comprehensive understanding of how life skills programs are planned, implemented, evaluated, and experienced by various stakeholders.

The descriptive case study design enables an in-depth exploration of real-life phenomena within specific institutional settings. Case studies are appropriate when the focus of research is on contemporary events over which the researcher has little control and when the boundaries between the phenomenon and its context are not clearly defined. In this study, each pesantren-based junior high school represents a case in which life skills programs are embedded within a unique organizational culture, leadership structure, and educational tradition. The case study approach allows the researcher to describe patterns, practices, and contextual factors that shape program implementation rather than to test hypotheses or generalize statistically.

1.2 Research Location and Context

The research was conducted in the Tigaraksa area of Tangerang Regency, Banten Province, Indonesia. Tigaraksa is a semi-urban region undergoing social and economic transformation, characterized by population growth, educational diversification, and increasing demand for human resource development. The region hosts several Islamic boarding school-based junior high schools that integrate the national education curriculum with boarding school education. The boarding school based schools in Tigaraksa provide a unique educational context where students reside in boarding facilities and participate in continuous learning activities that extend beyond formal classroom instruction. Daily routines, religious practices, and social interactions form an integral part of the educational process. This context is particularly relevant for life skills education, as students are exposed to structured opportunities for developing independence, discipline, responsibility, and cooperation. The selection of Tigaraksa as the research location was based on its representativeness, accessibility, and the presence of boarding school based junior high schools that actively implement life skills programs.

1.3 Research Subjects and Informants

The subjects of this research consisted of individuals directly involved in the implementation of life skills programs in boarding school based junior high schools. Informants were selected using purposive sampling, a technique commonly applied in qualitative research to identify participants who possess relevant knowledge, experience, and authority related to the research focus.

The primary informants included school principals, who are responsible for institutional leadership, policy formulation, and overall program supervision. Vice principals or curriculum coordinators were also involved as informants due to their roles in organizing academic and non-academic programs. Teachers and instructors responsible for life skills

activities, such as entrepreneurship training, vocational practices, and extracurricular programs, were selected to provide insights into instructional strategies and challenges. In addition, pesantren administrators or caregivers (ustadz and ustadzah) were included because of their central role in managing boarding school life and shaping students' daily habits. Students participating in life skills programs were also interviewed to capture their learning experiences and perceptions of program outcomes.

The inclusion of diverse informants enabled data triangulation and ensured that multiple perspectives were represented in the analysis.

1.1 Data Sources

This study utilized both primary and secondary data sources. Primary data were obtained directly from informants through interviews, observations, and field notes. These data provided first-hand information about program planning, implementation practices, challenges, and perceived outcomes. Secondary data were collected from institutional documents and written records, including school profiles, curricula, life skills program plans, activity schedules, evaluation reports, and policy documents related to education and boarding school management.

The use of multiple data sources allowed the researcher to cross-check information, enhance data credibility, and gain a holistic understanding of life skills program implementation within the institutional context.

1.2 Data Collection Techniques

Data collection was conducted using several qualitative techniques to ensure depth, accuracy, and richness of information.

1.2.1 In-Depth Interviews

Semi-structured, in-depth interviews were conducted with selected informants. This technique allowed the researcher to explore participants' perspectives while maintaining flexibility to probe emerging themes. Interview guides were developed based on the research objectives and literature review, focusing on program planning, implementation strategies, evaluation practices, and supporting and inhibiting factors. Interviews were conducted in a natural and comfortable setting to encourage open communication. All interviews were recorded with participants' consent and subsequently transcribed verbatim for analysis.

1.2.2 Observation

Observations were conducted to capture the actual implementation of life skills programs within the school and boarding environments. Both participant and non-participant observation techniques were employed. The researcher observed teaching and learning activities, student participation, instructional methods, interactions among teachers and students, and daily routines related to life skills development. Detailed field notes were taken to document observed behaviours, settings, and contextual factors that influenced program implementation.

1.3.1 Documentation Study

Documentation analysis was used to examine written materials related to life skills programs. These documents provided supporting evidence for interview and observation data and helped contextualize the implementation process within institutional frameworks.

Documentation also enabled the researcher to identify formal objectives, organizational structures, and evaluation mechanisms related to life skills education.

1.4 Research Instruments

In qualitative research, the primary research instrument is the researcher, who plays an active role in data collection and interpretation. To support systematic data collection, the researcher developed supporting instruments, including interview guides, observation checklists, and documentation review formats. These instruments were designed to align with the research questions and conceptual framework while remaining flexible to accommodate field conditions. The use of multiple instruments enhanced data organization and analytical consistency.

1.5 Data Analysis Procedures

Data analysis was conducted concurrently with data collection using an interactive and iterative process. The analysis followed several stages:

1. **Data Reduction**, involving the selection, simplification, and organization of raw data relevant to the research objectives.
2. **Data Display**, in which data were organized into thematic categories, matrices, and narrative descriptions to facilitate interpretation.
3. **Conclusion Drawing and Verification**, involving the identification of patterns, relationships, and meanings, followed by verification through continuous comparison and triangulation.

Coding techniques were applied to interview transcripts and field notes. Open coding was used to identify initial concepts, axial coding to explore relationships among categories, and selective coding to integrate findings into overarching themes related to life skills program implementation.

1.6 Validity and Trustworthiness of the Study

To ensure the trustworthiness of the research findings, this study applied four criteria commonly used in qualitative research: credibility, transferability, dependability, and confirmability.

Credibility was enhanced through prolonged engagement in the field, triangulation of data sources and collection techniques, and member checking with selected informants. Transferability was supported by providing rich and detailed descriptions of the research context and findings, enabling readers to assess applicability to similar settings. Dependability was ensured by maintaining a clear audit trail documenting research procedures and decisions. Confirmability was addressed by minimizing researcher bias through reflective journaling and systematic data verification.

CONCLUSION

This study examined the implementation of life skills programs in Islamic boarding school-based junior high schools in the Tigaraksa area of Tangerang Regency. The research focused on analyzing the processes of program planning, implementation, and evaluation, as well as identifying the supporting and inhibiting factors that influence the effectiveness of

life skills education in boarding school based educational settings. Through a qualitative descriptive approach, this study provided an in-depth understanding of how life skills programs are integrated into the institutional, cultural, and pedagogical contexts of boarding school based schools.

The findings indicate that life skills programs in boarding school based junior high schools are generally planned through collaborative efforts involving school leaders, teachers, and pesantren administrators. Program planning is carried out by aligning the national curriculum with pesantren educational values and identifying life skills competencies considered relevant to students' developmental needs and future challenges. These competencies include personal skills such as independence and self-discipline, social skills such as communication and teamwork, and vocational skills related to entrepreneurship and practical work. However, the planning process varies across institutions and is not always supported by formal documentation or standardized frameworks, which may affect program consistency and sustainability. In terms of implementation, the study found that life skills programs are delivered through a combination of curricular, extracurricular, and boarding school activities. Practical learning experiences, such as entrepreneurship projects, agricultural and vocational training, leadership activities, and daily habituation of independent living, play a central role in developing students' life skills. The boarding school boarding system provides a continuous learning environment that allows life skills to be reinforced through daily routines, role modelling, and value internalization. This environment enables students to practice responsibility, discipline, cooperation, and problem-solving in real-life situations. Nevertheless, the effectiveness of implementation depends heavily on teacher commitment, instructional creativity, and institutional support.

The evaluation of life skills programs in the studied schools is predominantly qualitative and informal. Evaluation practices focus on observing changes in students' attitudes, behaviours, participation, and skill development rather than using standardized assessment instruments. While such qualitative evaluation aligns with the character-based nature of life skills education, the absence of clear indicators and systematic assessment tools makes it difficult to measure program outcomes objectively and consistently. This limitation highlights the need for the development of more structured yet flexible evaluation mechanisms that remain compatible with boarding school values and educational culture.

The study also identified several supporting factors that contribute to the successful implementation of life skills programs. These include visionary leadership from school principals and boarding school leaders, strong commitment and collaboration among educators, a conducive boarding school environment, and the integration of religious values into daily activities. Community support and parental trust in boarding school based education further strengthen program implementation. These factors collectively create an institutional climate that supports holistic student development.

Conversely, several inhibiting factors were found to hinder the optimal implementation of life skills programs. Limited facilities and infrastructure, insufficient numbers of instructors with relevant vocational expertise, and time constraints resulting from dense academic and religious schedules present significant challenges. In addition, the lack of standardized guidelines and assessment instruments for life skills education reduces program effectiveness and limits opportunities for systematic improvement. These constraints indicate that while boarding school based schools possess strong cultural and moral foundations, they require additional structural and technical support to maximize the

impact of life skills programs.

Overall, this study concludes that the implementation of life skills programs in Islamic boarding school-based junior high schools in Tigaraksa has a positive and meaningful impact on students' independence, character development, and practical competencies. The integration of academic learning, religious education, and life skills training within the boarding school environment represents a holistic educational model that addresses both spiritual and practical dimensions of student development. This model is particularly relevant in preparing students to face future academic, social, and professional challenges in an increasingly complex world.

Based on these conclusions, several recommendations can be proposed. First, schools and boarding school institutions should strengthen systematic planning and documentation of life skills programs to ensure clarity of objectives and sustainability. Second, capacity-building initiatives for teachers and instructors should be enhanced to improve instructional quality and vocational expertise. Third, the development of context-sensitive evaluation instruments is recommended to assess life skills outcomes more effectively without compromising boarding school values. Finally, greater collaboration among schools, boarding school institutions, communities, and policymakers is essential to support the continuous improvement of life skills education.

In conclusion, life skills education in boarding school based junior high schools holds significant potential to contribute to holistic student development. By addressing existing challenges and strengthening institutional support, life skills programs can be further optimized to produce graduates who are not only academically competent and spiritually grounded but also independent, adaptive, and capable of contributing positively to society.

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