

TEACHER'S STRATEGY AT NURUL HAKIM MODERN BOARDING SCHOOL IN IMPROVING SANTRI'S GENERIC LIFE SKILLS

Azra Tamami¹, Mardianto²✉

⁽¹⁾⁽²⁾Pendidikan Agama Islam, Universitas Islam Negeri Sumatera Utara

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Abstract

The focus of this research is to find out the teacher's strategy, inhibiting factors, and supporting factors in improving the generic life skills of Nurul Hakim Modern Islamic Boarding School students. The teacher of Nurul Hakim Modern Islamic Boarding School became the subject of the author's research. This research uses qualitative methodology with a case study approach, with data collection techniques, namely observation, interviews, and documentation. Based on the results of research conducted on teachers of the Nurul Hakim Modern Islamic Boarding School, the author found an effective strategy for improving the generic life skills of students, namely the strategy of reflection-training examination. Making Modern Nurul Hakim Islamic Boarding School succeeded in creating an educational environment that supports the development of character, skills, and potential of students.

Keywords: Teacher's Strategy; Boarding School; Generic Life Skill.

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✉ Corresponding author :

Email Address : Mardianto@gmail.com

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INTRODUCTION

Islamic boarding schools are Islamic educational institutions that focus on learning the Islamic religion, deepening the Qur'an, and developing Muslim morals and character. Etymologically, the word "pondok" comes from the Arabic "*funduq*" which means a place to live or shelter (Farihi, 2021). Islamic boarding schools are known as a place for santri to live, namely students who study at this institution. Santri live and study at the boarding school full-time, living a daily life regulated by the boarding school education system. In addition, the boarding school also has a caregiver or leader who is commonly referred to as kyai or ustadz (Priyatna, 2017).

In this era of globalization, life is increasingly complex and dynamic. To face these challenges, individuals must have strong life skills. General life skills, often referred to as generic life skills, are the abilities needed to succeed in everyday life. These generic life skills are becoming increasingly important due to the rapid changes in the work environment and personal life. Individuals who have strong life skills will be better equipped to face challenges and take advantage of opportunities that arise (Doringin et al., 2020).

Boarding School is one of the containers for organizing life skills education, defined as a traditional Islamic educational institution that studies, understands, explores, lives, and practices Islamic teachings. The importance of these skills is to form a successful and competitive person by emphasizing the importance of religious ethics as a guide to daily behavior, which certainly has a major contribution to social change in Indonesian society. The main objective of boarding school education is to produce individuals who have good character and morals and have a deep understanding of Islamic teachings. Boarding School also aims to develop students' academic and non-academic skills. Thus, pesantren not only focus on religious aspects but also provide holistic education to the students (Mushfi et al., 2019).

In the context of santri, generic life skills are very important to help them face the challenges of the modern world. The importance of these skills is to form a successful and competitive person. Santri will be able to utilize the religious knowledge they learn in their daily lives and apply religious values in various aspects of their lives. It is proven that pesantren have given birth to many warriors who hold fast to the joints of religion and the nation, are responsible for what is entrusted to them, and also protect their environment, in the sense that pesantren are able to produce alumni who are responsible to God, humans, society and the Indonesian nation (Lalu et al., 2023).

Teachers in boarding schools often face various problems in teaching generic life skills to students. Among the problems faced are the existence of a dense curriculum with an emphasis on religious studies, limited time to teach generic life skills, lack of teacher training in teaching generic life skills, teacher focus on religious education, educators' lack of understanding of the importance of generic life skills and lack of resources to create teaching materials. In dealing with problems like this, cooperation between the pesantren, teachers, and related institutions is needed. With curriculum improvement, educator training, collaboration with experts and institutions, and an individualized approach to teaching, it is hoped that educators can overcome these problems and equip santri with the skills needed in everyday life (Munif, 2019).

According to experts, life skills are a set of skills related to daily life. These include the ability to communicate well, think critically, manage emotions, solve problems, make the right decisions, work in teams, adapt to change, and cope with stress (Pesti et al, 2018) One of them, according to Psychologist John D. Mayer, life skills are skills that enable individuals to manage their emotions well, communicate effectively, solve problems wisely, and interact with others well. He also mentioned that life skills include the ability to deal with stress and overcome life's challenges.

One of the things that should not be forgotten is the importance of generic life skills in santri education. The importance of generic life skills in educating santri has a broader purpose than just religious knowledge. Santri education also aims to form a person who is qualified, independent, and ready to face challenges in the future. Santri education that only focuses on religious aspects will make them less prepared to face the complex real world. Generic life skills are also important in improving the overall quality of santri so that santri do not easily despair when

experiencing difficulties. Therefore, generic life skills are very important in santri education (Nurdiani, 2022).

The importance of generic life skills in santri education is to equip them with skills that are useful in everyday life. Generic life skills are very important for santri because they help them become successful and competitive individuals in the modern world (Fitriyah & Paramitasari, 2022). The following are some reasons why generic life skills are important for Santri:

First, preparation for the world of work: When santri enters the workforce, santri who has good communication skills will find it easier to interact with coworkers and superiors. Good time management skills will help them organize their work efficiently. Leadership skills will give them an edge in leading teams or projects.

Second, Increased independence: Generic life skills also help students become more independent. They will learn to take initiative and make good decisions. Critical thinking and problem-solving skills will help them deal with difficult situations wisely. Students who have good adaptability skills will be better able to deal with change and are not afraid to try new things.

Third, improving the quality of life: By mastering generic life skills, students will be able to improve their overall quality of life. They will be better able to manage stress, manage finances wisely, and maintain their physical and mental health. Effective communication skills will also help them build harmonious relationships with family, friends, and the surrounding community.

Fourth, shaping good character: Generic life skills also play a role in shaping the character of santri. They will learn values such as hard work, integrity, responsibility, and empathy. Leadership skills will help them become leaders with integrity and lead by example. Creativity skills will also help them think outside the box and find innovative solutions to the problems they face.

Teachers should have a good understanding of different teaching methods, such as lectures, group discussions, simulations, demonstrations, and assignments. They should also be able to use existing educational technologies, such as multimedia, learning software, and online platforms (Anjani et al., 2020). For educators' strategies to be implemented effectively, careful planning is necessary. A systematic and structured approach can assist educators in designing and implementing strategies that are in line with learning objectives. So, it can be concluded that by using the right strategies, educators can create a professional presence both inside and outside the classroom and provide effective learning experiences for students (Anwar et al., 2017).

Based on previous research by Mustafa (2019) that habituation to routine hand washing is an activity carried out to train hand washing skills properly. In another study by Yacob (2022) that the efforts built in the cottage education system to strengthen the life skills of students by knowing and examining the education system in the cottage which combines general lessons along with classical Islamic scriptures that contain life skills education through activities and agendas that have been arranged and planned. In addition, there is another research focus by Nurdiani (2022) that there are changes in the student's life skills education.

Based on the problems described above, the researcher is interested in conducting research at the Nurul Hakim Modern Islamic Boarding School with the aim of researching two things, namely: (1) The strategy of teachers of Modern Nurul Hakim Islamic Boarding School in improving the life skills (generic life skills) of students, (2) Obstacles and supporting factors in improving the life skills of students at Modern Nurul Hakim Islamic Boarding School. The importance of this research is done.

METHODOLOGY

This research was conducted at Pondok Pesantren Modern Nurul Hakim. This Islamic Boarding School is located at Jalan Moh. Yakub Lubis No.51, Tembung, Kec. Percut Sei Tuan, Deli Serdang Regency, North Sumatra 20371. This research uses a qualitative method with a case study approach. The data collection techniques that researchers use are observation, interviews, and documentation. In this qualitative research, researchers have obtained information and several informants, including the head of the foundation Ustadz Dr. Windi Chaldun, Lc, M.Hum, the head of the care of santri and santriwati Ustadz Zul Hazzi Siregar, M.E, Dormitory Coordinator and Head of Library Ustadzah Irma Ridwani, SE, Abil Haytham Santri class V / Head of the Nurul

Hakim Santri Organization (OSNH), Santri Class V / Language Section Syarifah syah and Ayu Farah Cintya are Alumni of Nurul Hakim Modern Islamic Boarding School.

RESULTS AND DISCUSSION

Based on the results of researcher observations at the Nurul Hakim Modern Islamic Boarding School. Nurul Hakim Modern Islamic Boarding School is an Islamic educational institution that has excellence in the field of Human Resources (HR) both spiritually and socially, where the learning provided not only contains general lessons and religious science learning whose learning process is carried out in the classroom and outside the classroom. In addition, Nurul Hakim Modern Islamic Boarding School contains life skills education in accordance with the vision and mission as well as the objectives of Nurul Hakim Modern Islamic Boarding School itself through planned activities both in daily activities or other activities.

The teacher's strategy in improving the life skills of santri at Nurul Hakim Modern Islamic Boarding School is to use the strategy of reflection-training-examination, a high emphasis on character building, skills and spirituality of the students (Herlina Siregar, Ahmad Fauzi, 2018). Therefore, the reflection-training-review strategy of educators at the Nurul Hakim Islamic Boarding School is very important in achieving the desired educational goals. Moreover, educators can evaluate the strengths and weaknesses in teaching methods and improve them for the future. Among them are strengthening personal skills by increasing the discipline of students in following cottage regulations and also through the guidance of caregivers and supervision of administrators, providing reinforcement for rational thinking by advising and continuing to motivate students to continue to think positively so that they are able to act and take advantage of what is faced and provide social reinforcement by providing flexibility to students to interact where students live side by side in one dormitory consisting of several rooms also consisting of several people who come from different areas of residence and also teach students organizational activities so that they are able to work together.

The teachers at Pondok Pesantren Modern Nurul Hakim not only focus on teaching subjects, but also help santri develop positive attitudes and values such as honesty, responsibility, cooperation, and social care. This approach can create an educational environment that supports the development of santri character (Huda, 2023).

Being a modern pesantren educational institution that has modern facilities according to the needs of the times then also educates its students so that they can have skills in life skills according to their needs. All activities in the boarding school we call education, what they hear, see and feel are all education. So, where they are even in the bathroom there is education such as queuing. Basically, the activities that exist are activities that exist in society such as, waking up to sleeping again their activities are filled with useful things such as providing vocabulary, bermuhadatsah, speech practice, and sports, all of which train them to communicate and socialize. (interview with Ustadz Dr. Windi Chaldun, Lc, M.Hum as the head of the foundation of Pondok Pesantren Modern Nurul Hakim).

In accordance with its vision which makes Modern Nurul Hakim Islamic Boarding School is an Islamic educational institution that has excellence in the field of human resources (HR) both spiritually and socially. As for the mission, namely forming a generation of Muslims who have strong faith, noble character, healthy body, broad insight, have life skills, dynamic independence and are ready to serve for religion and nation for the sake of expecting the pleasure of Allah SWT and also carry out holistic education, namely intellectual education, physical and spiritual education, community education, skills and art education.

The teachers at the boarding school improve the general life skills of the students by always motivating the students to always actively participate in the teaching and learning activities in the room and be able to participate in the activities offered by the pesantren. In this way, santri will get used to doing things that will improve their life skills. For example, santri are required to gather at the mosque to perform the five daily prayers in the congregation. Teachers at the boarding school improve the general life skills of students by always motivating students to always actively participate in teaching and learning activities in the room and be able to participate in activities

offered by the pesantren. All santri activities to improve generic life skills have been scheduled starting from daily activities starting from the santri waking up to going back to sleep and a weekly activity schedule containing activities that support santri in improving life skills and are certainly guided directly by educators at the Nurul Hakim Modern Islamic Boarding School.

Table 1. Daily Routine Activity Time

No	Time	Routine
		Activity
1	04.30-05.30 Wib	Tadarus al-Qur'an and Fajr Prayer
2	05.30-06.00 Wib	Giving vocabulary
3	06.00-07.30 Wib	Shower and Breakfast
4	07.30-08.00 Wib	Morning Parade
5	08.00-12.30 Wib	Wib Morning Apples
6	12.30-14.00 Wib	ISHOMA
7	14.00-15.30 Wib	Wib KBM siang/Ekskul? Scout? Marching Band
8	15.30-16.00 Wib	Asr Prayer and Tadarus Al-Qur'an
9	16.30-17.30 Wib	Tahfidz and Sports Program
10	17.30-19.00 Wib	Shower, Qur'anic Tadarus and Maghrib Prayer
11	19.00-19.30 Wib	Dinner
12	19.30-20.30 Wib	Isha Prayer
13	20.30-21.30 Wib	Speech Practice/Muraja'ah/Tausyiah/Muroja'ah Tahfidz Al-Qur'an
14	21.30-22.00 Wib	Absenteeism Night
15	22.00-04.30 Wib	Rest

Table 2. Routine Weekly Activity

No	Time	Routine
		Time
1	Monday	Indonesian Speech
2	Tuesday	Muhadatsah Morning gymnastics Arabic Speech
3	Wednesday	Extracurricular Activities According to Interests and Talents
4	Thursday	English Speech Muhadatsah Morning Run
5	Thursday	General Hygiene Interactive Dialogue on Religious Issues Pencak Silat

No	Routine	
	Time	Time
		Tausyiah
6	Friday	Qiro'atul Qutub Tahfidzul Qur'an
7	Saturday	Scouting

In addition to religious knowledge, teachers at the Nurul Hakim Modern Islamic Boarding School pay special attention to improving the life skills of students, namely: First, individual skills (personal skills) as conveyed by Ustadz Zul Hazzi Siregar, M.E as the Head of Santri and Santriwat Care, namely this individual skill ustadz and ustadzah manage time, manage personal finances and teach students to maintain physical and mental health. Because students certainly have many activities and tasks that must be completed. Therefore, the ability to manage time effectively is very important. We teach them by giving examples of making a good schedule, setting priorities, and avoiding procrastination. In managing finances is important for santri, because they live independently in the dormitory, teaching about managing money wisely and paying attention to physical and mental health, they are taught to manage a healthy diet, exercise regularly in order to maintain a balance between study and rest.

So far, many santris have shown an increase in their personal skills. Santri feel a very extraordinary change in themselves, where this change is very beneficial for them so that they can make the people around the students happy. In the past, it can be said to be spoiled, if you want to go to school, what parents prepare, clothes and breakfast. When you enter the boarding school, everything changes where you used to have to wash your own clothes then prepare your own meals, come to the dining room on time, when given pocket money use it well not wasteful and it all changes yourself to be more independent and care more about yourself if you don't eat you will starve if your clothes are dirty you will be embarrassed, that's what makes the students change and be independent. (The results of the interview with Abil Haytham Sya'bani Santri grade 5 / Chairman of the Nurul Hakim Santri Organization (OSNH)).

In addition, rational thinking skills are also of particular concern to improve the life skills of students as conveyed by Ustadzah Irma Ridwani, SE as the Dormitory Coordinator and Head of the Library, Modeling it in front of students by often carrying out activities at the boarding school together, for example in cleaning around the cottage to be sensitive, so as not to litter. Often asking questions of students after doing an activity to find out how the students' views after doing the activity so as to produce that we should not make decisions that do not bring benefits to us.

By being able to distinguish things that bring good benefits or risks from each action, many students show an increase in rational thinking. For example, students are given the mandate to become organizational administrators with different divisions of tasks such as security, language, cleanliness, health, and reception of guests and of course chaired by students who have been chosen by ustadz and ustadzah because they are considered to be able to carry out this mandate well. From this management can improve the thinking skills of students, because of course there are many problems that often occur among members.

Always think about anything before acting, such as protecting yourself from men when you return home, with additional activities presented by the pesantren such as klighrafi, scouts, martial arts, and others, we can choose which activities can support the skills of the students in addition to learning in the classroom so that they really benefit from what they do. (Interview result with Syarifah Syah, 5th grade student / OSNH Language Section).

As for other skills, namely social life skills (social skills) which are also of special concern to teacher as conveyed by Ustadz Zul Hazzi Siregar, M. E as the Head of Santri and Santriwati Care, namely making the PPL (Field Experience Practice) program by sending several 6th grade students with each group sent to areas where there are educational institutions, such as

kindergartens and elementary schools, what is the purpose, to tell the community that the santri are also social, provide the students with facilities to develop their abilities and advance the community around them that have been mandated by the cottage so that the community's response to the students is to contribute to the community this activity is carried out for 5 to 7 days.

The program is in line with the hadith that teaches us to be useful to others in improving our life skills.

حَيْرُكُمْ مَنْ تَعَلَّمَ الْقُرْآنَ وَعَلَّمَهُ

Meaning: "*The best person among you is the most beneficial to others.*" (HR. Bukhari). Good life skills are not only for our own benefit but also to help and serve others. By benefiting others, we can build good relationships and achieve success in life. Improving life skills also means preparing ourselves to become people who can make a positive contribution to society and humanity.

Evidenced by the support of the boarding school with the educators in it in improving the generic life of the students, the students who have graduated from the boarding school feel extraordinary benefits because they feel useful in the midst of society. The results of the interview with Ayu Farah Cintya, an alumna of Nurul hakim Islamic Modern boarding school, namely getting used to being disciplined or obeying the rules so that not a few people like discipline, being more courageous in front of the public because they are used to training themselves by giving speeches first at the cottage, participating in various activities such as scouts taught me to have a leadership spirit because many positive things were obtained when following the scouts while in the cottage first and even participating outside the cottage. I used to be confused about the problems I faced, but now I feel calm and careful in doing everything and solving problems, of course, and I'm also easy to get along with and deliver my speeches.

There are several factors that become obstacles in improving the generic life skills of santri. Of course, the most basic is the mentality of the santri because every santri who enters this is from a variety of family backgrounds, the inhibiting factor besides the children's mentality is the mindset of the parents who need to be reminded frequently. Parents view pesantren as a place of purification. If the child is stubborn, they already enter the pesantren with the hope that later they will return home to take care of Mamak. Whereas the first madrasa is the parents and the education taught in the pesantren and at home must be balanced, there must be reciprocity. Violation of visit regulations that make children spoiled and difficult to manage is also one of the inhibiting factors. (The results of an interview with Ustadz Dr. Windi Chaldun, Lc, M.Hum as the head of the foundation of Pondok Pesantren Modern Nurul Hakim).

One of the inhibiting factors in improving the generic life skills of students is the existence of students who are difficult to manage, do not comply with existing regulations, and are ignorant of the orders given by teachers. There are also santri who are too spoiled, too dependent on their parents so that part of the time at the pesantren is used for visits with parents, there are even students who keep going home for reasons that are not so urgent. Many santri is included in the boarding school by force, making the students rebellious because of the lack of selection from the Nurul Hakim Modern Islamic Boarding School in accepting santri.

In addition, the inhibiting factor comes from educators who have been given the mandate but neglect their duties so that they are not maximized in motivating and can actually affect the interest and enthusiasm for learning santri to improve the life skills of the santri. From the students themselves, not all of them are diligent or good people, the tend is more complaining about why they complain, for example, first some of them are due to parental coercion and Nurul Hakim currently has not really selected strictly so the ability of many santri children is still below the average, but they are also accepted as long as they don't mess around in the pesantren, it is said that their activities are also involved, making the santri not competent to participate in all activities. From the teaching staff, there are those who are given responsibility but are not totality in educating, organizing or assisting students in developing their life skills due to activities carried out outside the pesantren. (Interview Results with Ustadz Zul Hazzzi Siregar, M.E as Head of Santri and Santriwati Care).

In addition to inhibiting factors, there are supporting factors in improving the generic life skills of students at the Nurul Hakim Modern Islamic Boarding School, namely the facilities provided by the boarding school, namely a permanent building, a field for doing several types of sports, a large gathering place, a large mosque so that it can accommodate all students, educators and employees to pray in congregation, a spacious environment and many planted trees then there are small huts for students to relax so that they can be used to relax while studying as well, as well as educators, namely ustadz and ustadzah with the latest education S1 and morally good character. As stated by ustadzah Irma Ridwani, SE as the Santri Coordinator and Head of the Library, the dormitory facilities, classes and other educators are on average undergraduate and have good character, then the environment is cool and strategically located as well as the system of regulations that the boarding school provides is also not burdensome for students so that they become depressed by giving time a week to meet with parents with refreshing with outside activities so that they are not bored and their minds are open, of course, the places visited are places that support the addition of knowledge and insight of students such as educational institutions, historical places, museums, and others, of course with the guidance of educators.

The opinion of Ustadz Dr. Windi Chaldun, Lc, M.Hum as the head of the Nurul Hakim Modern Islamic Boarding School Foundation: Many factors, both internal and external, if Nurul Hakim's facilities include inexpensive costs so that all activities are adjusted to the vision and mission with training for teachers, training for employees, employees themselves every Saturday there is a recitation because they are needed by students as well in order to socialize well. What facilities need to be addressed are immediately addressed and what is lacking will be fulfilled and is already a permanent building.

This study has presented data on educators' strategies in improving generic life skills and inhibiting factors and supporting factors in improving generic life skills of students at Nurul Hakim Modern Islamic Boarding School. Researchers first discussed the findings about the strategy of educators at the Nurul Hakim Modern Islamic Boarding School in improving the generic life skills of students. This study found several points of findings, namely:

First, education can come from anywhere. Such education is called holistic education. Holistic education does not only focus on academic aspects but also on developing life skills that can be applied in everyday life (Yuliana et al., 2020). One of the effective ways in the Nurul Hakim Islamic Boarding School environment is to develop skills through extracurricular and organizational activities. Extracurricular activities offer opportunities for santri to learn through hands-on experiences outside the classroom, which can help them develop valuable generic skills. Building strong character and good morals is the main goal of pesantren education, and extracurricular activities can be an effective means to achieve this. The extracurriculars presented by Pondok Pesantren Modern Nurul Hakim are silat, scouts, marching band, and others.

The Qur'an also provides guidance in improving and developing life skills, such as the Qur'an surah An-Nahl verse 65 in tafsir Al-Muyassar (Huda, 2023) which is Allah It is He who sends rain from the clouds, then brings out with it various types of vegetation from the land after it was previously barren again dry. Verily, in the occurrence of rain and the growth of crops, there is truly evidence of guidance on the power of Allah to resurrect (the dead) and (show) the nature of His oneness for those who want to listen well, reflect, obey Allah, and fear Him.

وَاللَّهُ أَنْزَلَ مِنَ السَّمَاءِ مَاءً فَأَحْيَا بِهِ الْأَرْضَ بَعْدَ مَوْتِهَا ۗ إِنَّ فِي ذَلِكَ لَآيَةً لِّقَوْمٍ يَسْمَعُونَ

Meaning: "And He sends down rain from the sky with haste, and makes alive with it the earth after its death; surely in such things, there are signs for those who wish to understand." This verse teaches us about the importance of perseverance and patience in developing life skills. Like plants that need water and care to grow, we too need to face obstacles and difficulties in our quest to thrive. In the face of these challenges, we will find God's signs that remind us to keep going and develop ourselves.

Second, individual skills (Personal Skill): Individual life skills are the skills needed to manage oneself effectively (Sumantri, 2019). Educators at Pondok Pesantren Modern Nurul Hakim improve the life skills of students by always reminding, directing and even modeling how to manage

their finances, manage time because of the many activities carried out by students every day and also maintain a healthy body.

Third, rational thinking skills. Rational thinking skills are the ability to think logically, critically, and objectively (Anggraeni et al., 2022). For santri, this skill is very important in understanding and interpreting religious teachings correctly. Educators at Pondok Pesantren Modern Nurul Hakim teach students to understand information carefully and think critically.

Fourth, social skills, social skills are the ability to interact and cooperate with others effectively (Bali, 2017). For santri, this skill is important. Educators direct and set an example by building good relationships with fellow students, educators, and the wider community, teaching students to communicate well, both orally and in writing, both within the pesantren environment and outside the pesantren. For example, pesantren facilitates students who excel by participating in various competitions outside the pesantren such as Arabic and English speech competitions, martial arts, futsal and others that make them mingle with the community outside the pesantren environment.

Furthermore, this research has also found inhibiting and supporting factors in improving the generic life skills of students at the Nurul Hakim Modern Islamic Boarding School. This research found several points of findings, namely:

First, the inhibiting factor that needs to be considered is human resources that are difficult to overcome (Anggraini et al., 2022). Many students have not fully realized that skills such as leadership, communication, and problem-solving have an important role in living their daily lives. Furthermore, educators who do not heed their obligations as educators in motivating can actually affect the interest and enthusiasm for learning santri to improve the life skills of the santri.

Second, supporting factors that can help improve students' generic life skills. One important supporting factor in improving students' life skills is the presence of a supportive environment (Bustomi et al., 2017). Students who are in an environment that promotes the development of generic life skills often have a better chance of developing their potential. A supportive environment can provide moral and material support, as well as provide opportunities to practice and apply generic life skills in daily life.

CONCLUSIONS

Based on the discussion above, this study shows that educators of the Nurul Hakim Modern Islamic Boarding School in improving the generic life skills of santri have a strategy of reflection-training-examination (RTL) which involves character approaches, and active and collaborative learning. Proving that education in pesantren can be an effective means of improving the life skills of students. The strategies of educators that have been implemented, it is able to produce students who are independent, communicate well, and have good problem-solving skills. Nurul Hakim Modern Islamic Boarding School has succeeded in creating an educational environment that supports the development of character, skills, and potential of students. Thus, Nurul Hakim Modern Islamic Boarding School plays an important role in preparing a quality young generation who are ready to face future challenges. Other pesantren in Indonesia are expected to consider the same approach in improving the generic life skills of their students.

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