



## Life Skills Training for Students at Al-Mubarak Islamic Boarding School in Serang, Banten

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### Abstract

*Al-Mubarak Islamic Boarding School in Serang, Banten, is an educational institution that plays an active role in integrating entrepreneurship education into its curriculum. Life Skill Training for students at this pesantren aims to improve life skills relevant to students' needs in facing the challenges of modern life. This program is designed to strengthen students' practical skills, covering aspects of communication, time management, leadership, entrepreneurship, and interpersonal skills. The method used in this service is a participatory, interactive, and needs-based approach, with training materials tailored to the students' conditions and characteristics. The training is carried out through a combination of theory, simulation, role play, and mentoring, as well as post-training mentoring, to ensure the application of skills in daily life. The results of this training show significant improvements in communication, time management, leadership, and entrepreneurship skills among students, which are expected to help them become independent individuals and prepare them to face future economic challenges. This program also has a positive impact on the sustainability of Islamic boarding schools through increasing the capacity of human resources oriented towards economic and social independence.*

**Keywords:** *Life Skill Training, Santri, Islamic Boarding School, Entrepreneurship*

### INTRODUCTION

Al-Mubarak Islamic Boarding School in Serang City, Banten, is one of the institutions that actively integrates entrepreneurship education into its curriculum, striving to equip its students with practical skills relevant to facing modern economic challenges. The goal is to provide a holistic understanding of entrepreneurship, including key aspects such as pricing and promotional strategies, which often pose obstacles for new entrepreneurs (Yulita & Laksono, 2022). This program is designed to develop the students' potential for thinking and working, as well as to respond to developments in science and technology through entrepreneurship education that covers a variety of skills in line with the needs of society (Mustofa et al., 2022). This training is expected to foster an entrepreneurial spirit among santri, equip them with business management skills, and motivate them to become economically independent after graduating from pesantren (Hidayatulloh et al., 2019). The development of the entrepreneurial spirit among santri is expected not only to enable them to survive in various economic conditions but also to positively impact the existence of Islamic boarding schools and the wider community (Mustofa et al., 2022). This is in line with the pesantren economic system, which seeks to explore various potential and manage its economic aspects in order to achieve independence, both to meet the internal needs of the pesantren and those of the surrounding community (Mustofa et al., 2022). Historically, Islamic boarding schools have proven to have human resources competent in religious knowledge and science, and have also served as training grounds for legitimate scholars (Mustofa et al., 2022). Initially, Islamic boarding schools were educational institutions for people with low incomes in Indonesia. However, in the 1945-1960s, they became the most sought-after educational institutions for the community due to the difficult economic conditions faced by Muslims at the time (Humaidi, 2021). Today,

the existence of Islamic boarding schools cannot be underestimated, as they continue to be the choice of the community and are trusted to provide education and guidance to students so that they are not only competent in their studies but also in their attitudes and behavior in their future environment (Witasari & Subur, 2022). Islamic boarding schools, as residential educational institutions, are unique in shaping students' character through the instillation of theoretical values and their practical application in daily life, which naturally fosters positive character and independence (Hamruni & W., 2017). Entrepreneurship is one of the main pillars of sustainable economic development, especially for Islamic boarding school communities, which have great potential to develop financial and social independence (Mustofa et al., 2022). The development of economic potential in pesantren environments through entrepreneurship not only generates income but also trains human resources to adapt to contemporary economic dynamics (Mustofa et al., 2022). Islamic boarding schools, traditionally known as centers of religious education, are now transforming into productive economic incubators that foster community independence (Kunaifi et al., 2023) (Mustofa et al., 2022). Internal initiatives from pesantren leaders, supported by santri, play a dominant role in the successful development of entrepreneurial activities (Muhardi et al., 2021). Islamic boarding schools have the capacity to empower the surrounding community's economy through their institutional flexibility in responding to market needs (Fauroni & Quraisy, 2019). This transformation involves a paradigm shift from focusing solely on theological education to integrating a holistic entrepreneurship curriculum that covers managerial, marketing, and production aspects (Jazil et al., 2021). This approach allows santri to apply religious values in a business context, creating businesses that are not only financially profitable but also in accordance with sharia principles (Mustofa et al., 2022). The entrepreneurial spirit instilled in santri not only helps them survive in a competitive era but also significantly contributes to the sustainability of the pesantren itself (Mustofa et al., 2022). The importance of this competency also extends to ustadz who have a crucial role in shaping the entrepreneurial mindset of santri through pedagogical competencies (Akbar & Muna, 2019). Strengthening the entrepreneurial spirit of santri is fundamental. It should not be limited to the micro-scale of pesantren; it should be expanded to the wider community so that the role of pesantren in economic development can be optimally realized (Mustofa et al., 2022). This entrepreneurship training is designed to equip santri with the knowledge and skills in developing business ideas, preparing feasibility studies, and running and developing their businesses (Sumarno et al., 2018). This transformation is in line with the view that increasing human resource capacity in Islamic boarding schools must be a priority before Islamic boarding schools seriously focus on economic empowerment (Mustofa et al., 2022).

## **METHOD**

The development and economic empowerment of Islamic boarding schools is currently being carried out through various means, such as Islamic boarding school cooperatives, which generally provide goods, and Baitul Maal wa Tamwil, which manages savings and loans and can collaborate with banks to facilitate business (Mustofa et al., 2022). Pesantren are also directed towards productive economic activities, such as community health empowerment, broadcasting, communication, home business groups, laundry services, and minimarkets, which significantly bring greater benefits to the community than simply relying on zakat for consumption (Mustofa et al., 2022).

This community service aims to improve students' life skills at the Al-Mubarak Islamic Boarding School, Serang, Banten, to support their development in facing the challenges of life in the modern era. This program focuses on training that strengthens the practical skills needed in daily life, whether in academic, social, or professional contexts. The methods used in this

community service prioritize a holistic, participatory, interactive approach grounded in the needs and conditions of the students at the Islamic boarding school.

#### 1. **Needs Assessment and Skills Identification**

The first step in this service is to map and identify needs through surveys and interviews with boarding school administrators and students. This mapping aims to identify the life skills that students feel need improvement, both in practical skills (such as communication, time management, leadership, and entrepreneurship) and interpersonal skills that support their social lives. The information obtained at this stage is used to design training modules tailored to the conditions and needs of students at the Al-Mubarak Islamic Boarding School.

#### 2. **Designing Life Skills Training Materials**

After mapping out the needs, the next step is to design the training materials that will be provided to the students. The training materials cover several important aspects of life skills, including:

- a. **Communication Skills:** Improving students' ability to communicate effectively, both verbally and in writing, as well as their ability to interact with various groups of people.
- b. **Time Management and Productivity:** Teaching students how to manage their time effectively, organize their daily activities well, and increase their productivity.
- c. **Leadership and Teamwork:** This training aims to equip students with leadership and teamwork skills, which are important for their character development and contribution to social organizations.
- d. **Entrepreneurship:** Providing practical skills on how to start and manage a small business, including business planning, marketing, and financial management.
- e. **Interpersonal Skills:** Focuses on skills in building healthy social relationships, conflict management, and the ability to work collaboratively in a diverse environment.

#### 3. **Interactive and Practical Training Methods**

The training will be delivered through interactive and practical methods. Each training session will cover theoretical material in an easy-to-understand manner, followed by simulations and role-plays that allow students to practice the skills they have just learned immediately. In addition, group discussions and case studies will be conducted to deepen understanding and improve students' problem-solving skills. Through this method, it is hoped that students will be able to understand and apply life skills in their daily lives more easily.

#### 4. **Assistance and Mentoring**

After theoretical and practical training, this program will continue with guidance and mentoring to ensure the skills learned are applied. The students will be assisted in applying the life skills they have learned in their daily lives, both inside and outside the pesantren. This assistance involves regular meetings with mentors who will provide feedback, guidance, and solutions to the students' problems. The assistance also aims to strengthen their confidence and ensure the long-term use of these skills.

#### 5. **Evaluation and Monitoring**

After the training and mentoring, an evaluation and monitoring were conducted to assess the effectiveness of the training provided. This evaluation was conducted by measuring changes in students' life skills through interviews and direct observation. In addition, feedback from the students and boarding school administrators was used to determine the impact of the training on their lives, both in the boarding school environment and in their social interactions. Monitoring was carried out to ensure that the skills learned continued to be used and developed in the future.

## **RESULT AND DISCUSSION**

The community service program at Al-Mubarak Islamic Boarding School in Serang, Banten, successfully achieved its goal of empowering students by improving their life skills.

**1. Improvement of Communication Skills**

Communication skills training has successfully improved students' ability to communicate effectively, both within and outside the pesantren. Students are now more confident in public speaking, expressing their opinions, and establishing good social relationships. They are also more skilled at writing reports and conveying ideas in writing, which is very important in education and future employment.

**2. Time Management and Productivity**

The time management training session has had a positive impact on students' daily activities. Most participants reported improvements in time management, including better organization in their study schedules, worship, and other social activities. This has helped them become more productive, with more structured time and clearer goals. The application of time management has also helped them reduce stress levels caused by workloads or unorganized activities.

**3. Improving Leadership and Teamwork**

Training in leadership and teamwork effectively improved students' ability to lead and collaborate. Through role-playing and group discussions, students learned how to divide tasks within a team, resolve conflicts constructively, and become wise and responsible leaders. Many students showed improvement in their ability to lead discussion groups and other pesantren activities, and became more active in social activities at the pesantren.

**4. Entrepreneurship Skills**

Entrepreneurship training has a significant positive impact on students, especially in terms of understanding the basics of entrepreneurship and running a business. Students gain knowledge of business planning, financial management, and digital marketing for their businesses. Some students have begun planning to start small businesses, both within and outside the boarding school, such as handicrafts, culinary, or service businesses. They feel more confident in developing business ideas that were previously considered difficult to implement.

**5. Improvement of Interpersonal Skills**

The training session on interpersonal skills successfully improved students' ability to build better social relationships with fellow students, caregivers, and the community outside the pesantren. Students became more sensitive to others' feelings, better able to manage their emotions, and more open in communication. These skills helped them become more accepted in the community and build healthy social networks more easily.

**6. Awareness and Application of Life Skills in Everyday Life**

Overall, the students showed a higher awareness of the importance of life skills in their lives. Many of them began applying the skills they had acquired in their daily lives, both at the Islamic boarding school and in their interactions with the community. The application of these life skills has helped them become more independent, more productive, and better prepared to face the challenges of life in the future.

**7. Program Sustainability**

This life skills training has a positive long-term impact on the students. Not only do they gain practical skills useful in everyday life, but they also build positive character traits, such as responsibility, self-confidence, and the ability to work with others. The sustainability of this program is evident in the application of the skills taught in the students' daily activities, both in the pesantren and in their lives after graduation.



**Figure 1. Results of Life Skills Training for Students at Al-Mubarak Islamic Boarding School**

## **CONCLUSION**

Overall, this program has significantly contributed to the empowerment of students at Al-Mubarak Islamic Boarding School. With improved practical life skills that are relevant to future needs, it is hoped that students will be better prepared to face various challenges and opportunities in an increasingly developing world. This program has also succeeded in creating positive changes in how students interact, work together, and manage their lives.

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