

**LIFE SKILLS EDUCATION TRAINING FOR SANTRI IN ISLAMIC BOARDING SCHOOL****Moch. Fatkhuronji<sup>✉</sup>, Rasdi Ekosiswoyo, Tri Joko Raharjo**

Education Management Study Program, Semarang State University, Indonesia

**Article Info***Article History:*

Accepted October 2015

Approved October 2015

Published November

2015

*Keywords:**Management, Life Skills**Education, Local Potential***Abstract**

One way to achieve an effective education is by implementing life skills education in every level of formal and informal education. Most education in Islamic boarding schools (*Pondok Pesantren*) has not developed life skills education although life skills education is very important for the students (*santri*). The study aims at describing the factual model of life skills education training management, designing a model of life skills education training management based on local potential, determining the validity of the conceptual model of management training, and determining the effectiveness of the management model of life skills training. This study employed research and development (R & D). The stages of R & D in this study included: preliminary studies, model development, model validation, and testing the model. Research data collection techniques used interviews, documentation, observation and questionnaires. The validity was measured using triangulation technique and experts validation. Test model was conducted through a limited testing and expanded trials for 20 santris at Pesantren Miftahul Huda Pulokulon Grobogan in March 2014. The results show that the final model of the life skills education training has higher efficacy. Life skill education training model based on local potential can improve the competence of santris in independently developing life skill, especially in improving knowledge, skills and attitudes of santri in the development of their life skill. The results could be used by a Pondok Pesantren or other educational institutions to provide life skill education training independently, easily and quickly.

© 2015 Semarang State University

<sup>✉</sup>Correspondence Address :

Unnes Bendan Ngisor Campus, Semarang, 50233

E-mail: [pps@unnes.ac.id](mailto:pps@unnes.ac.id)

ISSN 2085-4943

## INTRODUCTION

Life skills education is an important element for human life. Education serves to develop and form a virtuous, intelligent, creative and independent civilization. In 2001, the purpose of learning process toward mastery of basic competencies that lead to the mastery of life skills (life skills) needed in public life has been created. Life skills as a core competency and education are the skills of a person to bravely encounter the problems of life naturally without feeling pressured and then proactively and creatively find a solution so they can overcome it (MONE, 2006: 22).

Life skills education is an aspect that needs to be addressed seriously at all levels of formal and non-formal education, including from Islamic boarding school (*Pesantren*). The great potential of *Pesantren* not only comes from the aspect of its history as the oldest educational institutions in Indonesia but also its typical Indonesian characteristics. From year to year, the number continues to increase significantly. In the 16th century, the number of *pesantren* in Indonesia amounted to 613 schools. Then, in the 19th century, based on the data from the Dutch government, there were 1,853 schools with 16,556 students. The number of schools in 2001 increased to 13,078 schools and in 2003, the number of *Pesantren* in Indonesia reached 14,067 spread in 30 (thirty) provinces throughout Indonesia (Ministry of RI, 2004: 5).

However, this increasing number has not yet been able to significantly improve students' (*Santri*) capacities spiritually and materially. This is due to the schools which generally prioritize subjects on religion and morality than their *Santris'* life skills. The economic globalization is a challenge for the *Pesantren* to create a better system of educational services, supported by adequate infrastructures and facilities. This will be achieved through efforts to increase productivity by utilizing less productive agricultural land into a productive land. Therefore they can create the independence of schools in addressing gaps in the economic field (MORA RI. 2004: 243).

In reality, most of "alumni" are lazy to pour their ideas (Haedari.2004: 89). The habit pattern of relationships forged without any process of criticism between Kiai and students has been attached strongly in *Santris'* brain. The atmosphere in *Pesantren* seems to have a powerful magical power to silence the expression and ideas of the alumni; no matter how critical they are outside the *Pesantren*. Within a critical society, various models of learning or skills trainings are growing, including in *Pesantren*. In its form ... schools responds to the challenge with the renewal of the substance or content of *Pesantren* education to include general subjects and skills (vocational) "(Azumardi, in Umiarso. 2011: 212).

For all this time, life skills education in *Pesantren* has received less attention, the tutors (*Pengasuh*) *Pesantren* merely prioritize classical books learning (Kitab Kuning) and verses *Nadhom* memorization. As a result, students are lack of life skills. This problem is also experienced by most of *Pesantren*, including Miftahul Huda Blabur Mangunrejo *Pesantren* in District Pulokulon, Grobogan Regency.

In *Pesantren*, the existing life skills education is developed naturally. Therefore, it has not covered all the potential that exists in the *Pesantren* environment. In *Pesantren* Miftahul Huda, the tutors put themselves in a central position for the development of *Santris'* life skills. The *Santris* have not been able to implement their independence comprehensively. This is one of the reasons why *Santris* cannot develop skills in *Pesantren* because there is principle of compliance (*Tawadhu'*) to the order of their tutors.

There are four critical components in life-skills education, namely learning to know, learning to do, learning to be, and learning to live together. The four pillars of education are principles that need to be used as the basis and guidelines for the implementation of learning in *Pesantren*. To achieve the four pillars of education which are accompanied with the ownership provision of necessary life skills, *Santris* should be actively involved in learning to practice interacting with the physical and social environment, so that they understand the

knowledge related to the surrounding environment (learning to know). The learning process aims to facilitate *Santri* in doing something based on the knowledge to enrich the learning experience (learning to do). *Santris* are expected to build confidence in order to find their own identity (learning to be); and also interact with various diverse individuals and groups which will form their characters, understand diversity, and acquire tolerance towards pluralism and differences of each individual (learning to live together) in accordance with their own rights.

"Education is self-realization where students realize and develop all their potentials" (Kneller, 1996: 14). Education is "living", which means that education is a live situation that affects the development of individual in order to be always dynamic according to the context of changing civilizations (Ali, 2011: 1). Further, Brolin (1989) defines life skills as a continuum of knowledge and skills required by a person to function independently in life. Another opinion says that life skills are skills that are required on a daily basis by a person in order to be successful in living their life (<http://www.lifeskills-stl.org/page2.html>).

Life skills education is the education of one's own skills to be brave in facing life's problems and naturally without feeling pressured, then proactively and creatively finding solutions to overcome them (Wasino 2009: 2). Life skills, especially skills of daily living (day to day life skills) are increasingly perceived as important for personal and collective life which are often faced with the phenomenon of life and various problems in personal, local, national, regional and global affairs (Sumarni, 2002: 172 ).

Naval (2002) explains that the purposes of life skills education are to promote family strength and growth through education, to teach the relevant concepts and principles to family life, to explore the personal attitudes and values, to help members to understand and accept the attitudes and values of others, to develop interpersonal skills that contribute to family welfare, to reduce family conflict, to improve the productivity of members of the service, and to

encourage the delivery of basic education programs and appropriate referral to community programs, ([http // www.nasatlanta.navy. Mil / life.html](http://www.nasatlanta.navy.mil/life.html)).

*Santris* in *Pondok Pesantren* are part of the community who need attention and state regulation to provide vocational education services. The social reality shows that the poverty rate is still high, even the poor continue to grow from year to year, especially in the villages. Ironically, 40% of poor people in Indonesia are classified as productive age, unemployment, even many of those who come to demoralization "(Mubyarto. 2002: 5).

Poverty reduction efforts continue to be conducted by the government, either through public services (including education), development projects that are accelerated, and through a number of studies in the field of rural development, poverty reduction, and the urbanization mitigation (Sardjunani. 2009: 4).

High unemployment and low capacity of human resources in Indonesia according to the analysis of the Directorate of courses and institutions, (Ministry of Education, 2009: iv) is associated with the problems of quality and relevance of national education. In addition, the education and training system that is applied in Indonesia is more oriented to the program offerings from the central government (supply driven). This will create an imbalance between supply and demand that will result in low productivity and high unemployment. Therefore, the need for reformulation of curriculum based on life skills education is very essential, including in *Pondok Pesantren*.

The data from the Ministry of Religions in 2009 shows that there are 24,206 *Pesantren* in Indonesia. Institutionally, there are 13,447 (55.68%) *Pesantren Salafiyah*, 3,165 (13.08%) *Pesantren Ashriyah* and 7,564 (31.25%) of *Pesantren* combination. The number of students as a whole is 3,190,394 people; consisted of 1,953,992 (53.57%) male students and 1,693,727 (46.43%) female students. The number of students is based on learning activities in schools consisting of 38.2% *Quran Santris* and 61.8% majority of the *Quran* and schooling *Santris*. The geographical

distribution shows that these *Pesantrens* mostly are located in rural area (12,286 / 83.83%), 1,240 *Pesantrens* in urban areas (8.46%) and 1,130 *Pesantrens* (7.71%) in the rural-urban transition area. Aside from being education institutions, *Pesantren* also play significant role in economic activities, such as trading, agribusiness, handicrafts and services.

The distribution of schools, mostly in rural areas, caused most schools to have a business in agribusiness. The commodities which are cultivated are generally commodities to fulfill the daily consumption needs such as vegetables, rice, livestock and Fisheries. Number of schools who undertake agribusiness between 2003 and 2006 can be seen in Table 1.

*Pesantren* not only gives full attention in the process of deepening and mastery of religion, also has business centers and involving their *Santris* in workmanship or business skills. The goal of this entrepreneurship is to improve the welfare of *Pesantren* and to provide supplies for the students about the expertise or skills so that after graduating from the *Pesantren*, they have the ability to live economically and independently (MORA, RI, 2004: 15).

Sakdiyah (2010: 277) gives opinion that ... "Human Resources possessed in the Pondok *Pesantren* are very potential. The phenomenon of deterioration of Muslims in the economy is a problem of poverty and underdevelopment as a result of being in the condition of a marginalized economy. There is a need for evidence to counter the existence of a phenomenon by underlining that business. Pondok *Pesantren* as an Islamic

education institution which can develop entrepreneurial potential of *Santris*.

Because of those reasons, many pondok *Pesantrens* make changes in the education system so that their *Santri* can play a role in the community in various fields, including economy. The availability of a large area is a huge capital for the entrepreneurial activity of their *Santris*. In addition, the government also supports rural areas as the target for development of pharmaceuticals rural economic system, especially for the agriculture (the Ministry of RI. 2003). Based on the above background, several problems can be identified:

Most *Santris* at *Pondok Pesantren* who come from rural communities consequently have limited types of skills and skill development. It means that their *Santri* cannot have the capacity to develop the entrepreneurial spirit optimally.

Implementation of life skills education for *Santri* in *Pondok Pesantren* has not achieved the changes and development towards the betterment, especially its management of life-skills education. In addition, the natural resources, the entrepreneurial spirit, the principles of poverty reduction, as well as other potential of *Pondok Pesantren* can be empowered to optimally.

The management aspects of human resources (*Santri*) through the efforts of non-formal education, especially in life skills education activities in the form of life skills education training for *santri* in Pondok *Pesantren* has not been managed optimally.

**Table 1.** Number of *Pesantren* According to the Cultivated Commodities

Commodity	Year/Total			
	2003	2004	2005	2006
Horticulture	2.138	655	812	962
Rice	1.220	1.448	1.692	1.863
Tuber ( <i>Palawija</i> )	779	931	1.116	1.264
Livestock	2.493	117	1.200	2.407
Fishery	1.112	1.345	2.217	1.376
Total	14.067	14.656	14.798	16.015

Source: Statistics of Religious Education and Department of Religious Affairs, RI, 2008

Based on the identification of the problem, the problem in this study can be formulated as follows: "How is the development of the training management model of life skills education for Santris in Pondok Pesantren? Therefore, this study aims to describe, design, and analyze the training management model of life skills education for *Santri* in *Pondok Pesantren*.

## RESEARCH METHOD

This research employed Research and Development method (R & D). Research and development in the study was conducted with the preparation of the design to test an effective model of life skills education. The model developed in this study was categorized as conceptual model, which means a model that is analyzed by examining the parts or components of the products developed and the relationship between the components of the product.

Borg and Gall (1989: 624) argues that the Research and Development / R & D) is a strategy that aims to improve the quality of education. Research using R & D approach aims to develop and validate the results of education and to discover new knowledge through basic research.

This study design was used to develop the product in order to obtain results of certain products that were based on the analysis of needs assessment and effectiveness measurement toward the product. This research developed a training management model of life skills education in *Pondok Pesantren*.

The analysis of advantages and disadvantages of the factual model was based on the principle of life skills education training management along and training products were then compared with the results of the study which was derived from various literatures on training management theory of life skills education, management education, curriculum, evaluation of education and special science education life skills.

The research procedure management model of life skills education training was conducted in 3 stages. Borg & Gall in Samsudi

(2009: 89-90) stated that those three stages are: preliminary study, development phase, and the validation phase. The preparation of the initial model design of life skills education training in boarding school was carried out by combining the results of the literature study about life skills education models and *Santris'* development tasks with the preliminary study.

The data in this study was qualitative and quantitative data. The qualitative data was obtained during the preliminary research by in-depth interviews, observation, documentation and limited testing. And the quantitative data was obtained in the current study to test the effectiveness of the models developed by open questionnaire, closed questionnaire and test (observation sheet focused). The data analysis used descriptive analysis techniques of qualitative and quantitative analysis.

## RESULTS AND DISCUSSION

The training of life skills education in *Pesantren* Miftahul Huda Islamic, Mangunrejo Village which becomes the sample is the cultivation training of Arabic chicken eggs. This training is one of the flagship programs with the reference to:

### Planning of Training

Based on the questionnaires addressed to the training managers of Arab chicken eggs cultivation in Pesantren of Miftahul Huda, Mangunrejo, the planning training has been conducted by a team of training managers with achievement score of 60%, categorized as "good". The data obtained from the questionnaire is supported by the data obtained from the focused non-participant observation when the management team is coordinating the preparation of training plans and equipped with interview data.

### Organizing of training

The organization of training on Arabic chicken eggs cultivation program in *Pesantren* Miftahul Huda, Mangunrejo, Pulokulon

Groboganis conducted through a training management with the average achievement score of 54.44%, categorized as “less good”.

### Implementation of training

The implementation of training learning is managed by a training instructor. Based on the calculation of the collected data through questionnaires to training managers, the average score of achievement is 58.33%, categorized as “good enough”.

### Supervision of Training

In supervision of training, the achievement scores is 57.22%, categorized as “good enough”. As an initial activity to carry out the oversight function of training, the management has formulated an objective evaluation of training programs for both training organizers as well as for *Santris*.

The effectiveness of performance management implementation of management training model in *Pesantren* can be seen from the significant difference between the average score of the pre-test to post-test based on the paired samples statistics test.

Similarly, the effectiveness test of management training model toward the ability of

students/*santri* between the average score with the average pretest-posttest based on paired samples statistics test are significant. In short, the hypothetical model implementation of life skills education management training based on local potential on a limited scale is effective to achieve the training objectives.

The final model of hypothetical training management has a high applicability and practicality values for training managers to manage the life skills education training based on local potential for *Santri* in *Pesantren* through:

### Planning

The planning function in the trials of hypothetical model of management training has reached a score of achievement toward the model by 80%, categorized as “excellent”. Whereas, the hypothetical achievement test score model to the model before the training is 60%. Paired samples test result shows a difference in average by 20% points and the value of  $t(9,00) > t$  table (0.070) at the 0.05 significance level to test the two sides (two-tail test). This number means that there is a significant difference between the achievement of a model before and after the implementation of the hypothetical model.

**Table 2.** Percentages of Pre- and Post-Test 1

Pre-test (%)	The measured aspects	Post-test (%)
60	Drafting the training planning	80
54,44	Developing organizational structures	80
58,33	Conducting the learning in the training	82,5
57,22	Conducting the supervision and evaluating the training	85
55,56	Assisting the post-training activities	82,5
57	The average score of life skill management training	82

**Table 3.** Percentages of Pre- and Post-Test 2

Pre-test (%)	Measured aspects	Post-test (%)
77,01	Personal skill	87,11
72,78	Social skill	83,94
67,40	Academic skill	80,48
70,28	Vocational skill	83,26
71,65	Entrepreneurship skill	83,75
70,15	Planning to business	82,45
71,39	The average score of all aspects	83,40

### **Organizing**

The implementation of the hypothetical model of management training for organizing function on the average achievement score of model obtains score of 80%. The organization of the training is better than previous model with a score of 57.5%. The paired sample test result shows difference in average score by 22.5% and the value of  $t(9,00) > t$  table (0.070) at the 0.05 significance level to test the two sides (two-tail test). This means that there is significant or meaningful difference between the achievement of models organizing functions before and after application of the hypothetical model.

### **Implementation**

The trial results on hypothetical model of life skills education training management based on local potential demonstrates the achievement scores implementation of the training model function of 82.5%. When this is compared to the prior application of the hypothetical model with a score of 57.5% achievement of the model, there is an improvement on achievement scores by 25%. The calculation of paired sample test results shows the difference before and after the function of hypothetical model by 25 points, the value of  $t(5,00) > t$  table (0.0125) at the 0.05 significance level to test the two sides (two-tail test). This means that there is a significant difference or significant achievement for the implementation of the model functions before and after the implementation of life skills education management model based on local potential.

### **Supervision**

Trial supervision function in a hypothetical model of management training has reached an achievement score of 85%, categorized as "excellent" category. Whereas, before the implementation, the test achievement scores of the hypothetical model is 57.5%. The paired sample test result shows difference of 27.5 points and the value of  $t(3,667) > t$  table (0.0170) at the 0.05 significance level to test the two sides (two-tail test). This means that there is a significant difference between the achievement of a model or

meaningful oversight function before and after the implementation of the hypothetical model.

The supervision activities as described Sudjana (2007: 273) shows that the results of the evaluation of conceptual models by experts is extremely valid, the average of whole aspect of the assessment reaches 95% (a score of 3.845 on the measurement scale 1-4). Aspects of the content of the substance assessment models already qualify the requirements which reaches 96% (average scale 3.802); linkages between elements of one with the other models reached 96% (average scale 3.833); the use of language in communicative and practical models already reaches 97% (average scale 3.875) and physical appearance or layout of manual training management model reaches 98% (mean 3.91 scale).

The result of validation of the conceptual model from the practitioner by the managers of the life skills education as socialization models with device products guidebook shows very high achievement. The average of overall assessment aspect of model understanding is 89.3% or on a 3.577 scale of measurement scale range 1-4, the average of model implementation ease is 88% or on a scale of 3,520, the average benefit model for managers is 91% or on a scale of 3.653, and the average response of model physical appearance is 95% or scale 3.805. In short, the life skill education training management in *Pesantren* is in favor to the implementation of hypothetical model of life skills education training management based on local potential for *Santri* in *Pondok Pesantren*.

The above conclusion refers to the average score of model understanding ease which is 89.3% or on a 3.577 scale of measurement scale range 1-4, mean ease of application of the model is 88% or on a scale of 3,520, the average benefit model for managers is 91% or on the scale 3.653 and the average response of the physical appearance of the model is 95% or scale 3.805. In short, the management of life skill education training in *Pondok Pesantren* is in favor to the application of hypothetical.

## CONCLUSION

The life skills education training activities in *Pesantren* Miftahul Huda Pulokulon Grobogan is included in the capacity building phase.

The result of the evaluation of conceptual models by experts shows that the model is extremely valid. The overall average of the assessment aspect reaches 95% (a score of 3.845 on the measurement scale 1-4). Aspect of the content of the substance assessment models already qualify the consistency at 96% (average scale 3.802); linkages between elements of one with the other models reaches 96% (average scale 3.833); the use of language in communicative and practical models already reaches 97% (average scale 3.875) and physical appearance or layout manual training management model reaches 98% (mean 3.91 scale).

The results validation of conceptual model of life skill education from practitioners after being conducting the socialization with guidebook shows very high category. The average assessment from all assessment aspect of understanding the model is 89.3% or on a 3.577 scale of measurement scale range 1-4, average ease of application of the model is 88% or on a scale of 3.520, the average benefit model for managers is 91% or on a scale of 3.653, and the average response of the physical appearance of the model is 95% or scale 3.805. Therefore, the life skill education training in *Pesantren* supports the implementation of hypothetical model of management training life skills education based on local potential for *Santri* in *Pesantren*.

The results of field trial data analysis on a limited scale shows that the hypothetical model of implementation of life skills education training management based on local potential has a high effectiveness to increase the ability of organizers to manage the training. This is proven by the significant difference on the average ability of training manager before and after applying the hypothetical model, both for planning, organizational structuring, implementing learning and supervising the training. The average score of the achievement of the model

prior to the application of hypothetical model is 57.5%, and after the application of the model is 80%. T-value (9.00) is higher than t-table (7.00) on the significance  $0.000 < 0.05$ .

The effectiveness of hypothetical model is also shown in enhancing the ability of learners. This is proven by the existence of a significant difference in the ability of learners' skills aspects of personal, social, academic, vocational, entrepreneurial character, pioneering efforts between before and after applying the hypothetical model. The average score of life skills mastery based on local potential learners before the application of the hypothetical model is 57% and after the application of the model is 80%. T-value (9.00) is higher than t-table (7.00) on the significance  $0.000 < 0.05$ .

## REFERENCES

- Ali, Mudzakir. 2011. *Konstruksi Model Pendidikan Berbasis Life Skills*. Semarang: Wahid Hasyim University Press.
- Borg, Walter R., Gall, Joyce P., Gall, Meredith D. 2007. *Educational Research An Introduction*, 8th-ed. P.cm Includes bibliographical references and index ISBN 0-205-4889-8, LB1028.B62007, Printed in the United States of America.
- Brolin E., Donn. 1997. *life Centered Career Education, A Competency Based Approach*, States-Curricula I Council for Exceptional Children. II Title. LC1037.5.B75.
- Departemen P & K. 1984. *Pelajaran Bahasa Indonesia. Pendidikan Luar Sekolah* Direktur Jenderal Pendidikan dasar dan Menengah
- Departemen Pendidikan Nasional. (2009). *Pengembangan Model Pendidikan Kecakapan Hidup SD/MI/SDLB/SMP/MTS/SMPLB-SMA/MA/SMALB/SMK/MAK*. Pusat Kurikulum Badan Penelitian dan Pengembangan Depdiknas.
- Depag., RI. 2003. *Pola Pengembangan Pondok Pesantren*. Jakarta: Dirjen Kelembagaan Agama Islam/Direktorat Pendidikan Keagamaan dan Pondok Peantren.
- Depag., RI. 2004. *Potensi Ekonomi Pondok Pesantren di Indonesia*. Jakarta: Direktorat Pendidikan Keagamaan dan Pondok Pesantren. Dirjen Kelembagaan Agama Islam.



- Faiqoh. n.d. *Pesantren Unit Pengembangan Usaha. Pondok Pesantren Gontor Dalam Perbandingan*.
- F.Kneller, George. 1996. *Jhon Willey and Sons inc*. New York London: Sydney.
- Geertz, Clifford,. 1989. *Works and Lives: The Antropologist as Author*, Stanford University.
- Haedari, Amin. 2004. *Panorama Pesantren Dalam Cakrawala Modern*. Jakarta: Diva Pustaka.
- Moleong, Lexy J. 2007. *Metodologi Penelitian Kualitatif Edisi Revisi*, Bandung: Remaja Rosda Karya.
- Mubyarto. 2002. Ekonomi Rakyat Indonesia, *Jurnal Ekonomi Rakyat*. Artikel Tahun I Nomor 1- Maret 2002. [www.ekonomirakyat.org](http://www.ekonomirakyat.org) didownload pada tanggal 28 Februari 2013
- Nedler, Leonard. 1982. *Designing Training Programs: The Critical Events Model*, Addison-Wesley Publishing Company.
- Sakdiyah, Salman. 2010. Revitalisasi Entrepreneurship di Pondok Pesantren”, *Jurnal Al-Hikam*. Volume V No. 2.
- Samsudi. 2009. *Disain Penelitian Pendidikan*. Semarang: Universitas Negeri Semarang.
- Sardjunani, N. 2009. *Kebijakan Manajemen Pendidikan Nasional dan Implikasinya Terhadap Penelitian dan Inovasi Pendidikan*, makalah Pleno Deputi SDM dan Kebudayaan Bappenas.
- Sumarni, Sri. 2002. *Jurnal Ilmu Pendidikan Islam. Kajian Tentang Konsep, Problem dan Prospek Pendidikan Islam*: Yogyakarta: IAIN Sunan Kalijaga Fak. Tarbiyah.
- Umiarso, Ninik Masruroh. 2011. *Modernisasi Pendidikan Islam*. Jogjakarta: Ar-Ruz Media.
- Wasino. (2009). “*Pendidikan dan Pelatihan Nasional Life Skills Education*”, Diklat Nasional Tenaga Kependidikan di Kabupaten Pati, April.
- Widodo, Selamat. 2011. “*Revitalisasi Peran UMKM dalam Pembangunan Melalui Penguatan Sektor Agroindustri*” Seminar Nasional. Universitas Sebelas Maret Surakarta. 23 November