

DETERMINANT FACTORS ENTREPRENEURIAL LIFE SKILLS IN ISLAMIC BOARDING SCHOOLS WITH COMMUNITY TRAINING CENTRES: AN ANP CASE STUDY

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Abstract: The Islamic boarding school that organises the community work training centre is a collaborative program to help students improve their life skills and achieve entrepreneurial independence. The purpose of the study was to analyse the priority factors of entrepreneurial life skills in Islamic boarding schools that organised community work training centres. The research uses a qualitative method with a case study approach. Sample using purposive sampling at the Raudlatul Athfal Islamic boarding school in Serang Regency, the organiser of the community work training centre. The informant is the manager of the community work training centre, as well as the trainee and manager of the Islamic boarding school. Data collection using questionnaires, interviews and literature studies. Testing the validity of the data by triangulating the source. The data analysis uses descriptive statistics, while the technique uses *the Analysis Network Process* (ANP) with *Super Decision*. The study's findings show that the factors determining entrepreneurial life skills include academic, rational thinking, self-awareness, social, and vocational aspects. Knowing yourself is a priority factor in determining entrepreneurial life skills at Islamic boarding schools that organise community work training centres. This research has implications for the significance of strengthening the aspect of self-knowledge in the development of entrepreneurial life skills in Islamic boarding schools that organise community work training centres. Its limitations include limited coverage of areas and samples as well as

qualitative approaches. Further research is suggested to expand the area, use quantitative methods, and develop more standardized life skill assessment instruments

Keywords: Islamic Boarding School, Community Work Training Centre, Serang Regency, Life Skills, Self-Awareness

INTRODUCTION

The development of Islamic educational institutions in Indonesia makes a significant contribution to national development and plays a crucial role in producing high-quality human resources for the future.¹ To support the achievement of national education goals, Islamic educational institutions are expected to promote the improvement of skills and community welfare. This aligns with Indonesia's national education vision, which emphasises the comprehensive development of individual potential, encompassing intellectual, emotional, social, and spiritual aspects.²

Islamic boarding schools are Islamic educational institutions that have experienced rapid growth in Indonesia, as reflected by the number of 26,975 with a total of 4,175,555 students nationally, and in Banten Province there are 6,035 Islamic boarding schools with 429,550 students.³ With such a large number, Islamic boarding schools not only function as a center for religious education, but also have great potential in encouraging social and economic progress, as well as forming a generation of nations with noble and competent character in various fields.

Law Number 18 of 2019 concerning Islamic Boarding Schools is an important instrument that encourages the progress of Islamic boarding schools and provides great hope in building civil society and improving the quality of Islamic education in Indonesia.⁴ Therefore, in order for Islamic boarding schools to continue to make a significant contribution to the life of the nation and state, transformation is needed as

¹ Jaffary Awang and M Adib Fuadi Nuriz, "Islamic Educational Thought in Indonesia: Study of Azyumardi Azra's Thought," *Islamiyyat* 42, no. 2 (2020): 61–70, <https://doi.org/http://dx.doi.org/10.22373/jar.v5i2.9836>.

² H. P. Daulay, *Islamic Education in the National Education System in Indonesia* (Jakarta: Kencana, 2014).

³ Ministry of Religion, "Statistics of Islamic Boarding School Data," Ministry of Religion of the Republic of Indonesia, 2022, <https://ditpdpontren.kemenag.go.id/pdpp/statistik?id=36>.

⁴ Safiudin et al., "Pesantren Law: Challenge and Opportunity for Indonesian Islamic Education," *AJIS : Academic Journal of Islamic Studies* 8, no. 1 (2023): 97–122, <https://doi.org/http://doi.org/10.29240/ajis.v8i1.5909> Pesantren.

a form of adaptation to global demands and challenges.⁵ As an educational institution that has long played a role in people's lives, pesantren need to make adjustments and innovations, both in curriculum, learning methods, and governance, in order to be able to respond to the dynamics of the times and meet the needs of the ever-growing Indonesian society.

In the course of its development, Islamic boarding schools are still recognized as religious institutions that focus on teaching Islamic religious knowledge. Through various dynamics that occur, Islamic boarding schools are seen as centers of social change in society through Islamic da'wah activities.⁶ Therefore, it is necessary to strengthen the internalization process both within and between Islamic boarding schools in order to make a significant contribution to social, economic, and religious development.⁷ The synergy between internal and external strengthening of Islamic boarding schools will open up great opportunities to create sustainable social, economic, and religious development, in line with the increasingly complex needs of the community.

In order to meet the needs of stakeholders in Islamic educational institutions, especially Islamic boarding schools, in addition to producing students who have a deep understanding of religion, efforts are also needed to develop entrepreneurial knowledge and skills through entrepreneurship education.⁸ The implementation of entrepreneurship education in Islamic boarding schools can foster creative thinking, innovative, and managerial skills that are important for students in facing future economic challenges. By equipping students with entrepreneurial skills, Islamic boarding schools not only produce religious graduates, but also individuals who are

⁵ Safiudin et al., "The Transformation of Islamic Boarding Schools Increases the Learning Motivation of School Dropouts," *Muwahhid Administration* 7, no. 2 (2023): 353–78, <https://doi.org/10.30997/jtm.v7i2.10670>.

⁶ Siti Mas'ulah, "Pesantren in Social Change in Indonesia," *At-Ta'lim : Islamic Education Information Media* 18, no. 1 (2019): 69–88, <https://doi.org/10.29300/attalim.v18i1.1613>.

⁷ Safiudin et al., "Optimizing the Educational Process of Participants of the Islamic Boarding School Gathering Forum through the Role of Perception and Communication," *Qur'an Science (IQ) Journal of Islamic Education* 6, no. 01 (2023): 155–68, <https://doi.org/https://doi.org/10.37542/iq.v6i01.1139> Optimization.

⁸ Lilis Suryanto and Mulyanto Abdullah, "The Implementation of Fiqih Muamalah Learning in Strengthening the Value of Entrepreneurship Education at the Al-Islam Darul Falah Sragen Islamic Boarding School," *At Turots: Journal of Islamic Education* 5, no. 3 (2023): 220–28, <https://doi.org/10.51468/jpi.v3i1.56>.

able to create jobs, develop businesses based on Islamic values, and play an active role in the economic empowerment of the community.

The growth and development model of Islamic boarding schools has not only succeeded in producing scholars who are deep in religious knowledge, but also plays a role in the development of entrepreneurship which is influenced by various social, economic, cultural, and cooperation aspects.⁹ The cultivation of entrepreneurial spirit among students aims not only to improve personal welfare, but also to strengthen the competitiveness of Islamic boarding schools in facing global economic challenges. By integrating Islamic values and business skills, pesantren are able to build a sharia-based economic ecosystem that encourages students to innovate, be independent, and create new business opportunities.

Although Islamic boarding schools in Indonesia have grown rapidly and contributed significantly to national development, there are still challenges in optimizing the role of Islamic boarding schools as a center for skill development, especially entrepreneurial life skills. Many pesantren have not systematically integrated entrepreneurship education in their curriculum and learning activities, so that the great potential of pesantren in building the economic independence of students has not been fully realized.

This research contributes by identifying and analyzing priority factors that affect the development of entrepreneurial life skills in Islamic boarding schools that organize community work training centers. The results of the research can be the basis for pesantren managers, policy makers, and other stakeholders to design entrepreneurship training programs that are more effective and in accordance with the needs of students, while strengthening the sharia economic ecosystem in the pesantren environment.

This research is important to support the transformation of Islamic boarding schools to be more adaptive to global challenges and increasingly complex societal needs. By understanding the priority factors of entrepreneurial life skills, pesantren can play a more optimal role in producing a generation that is not only religious, but also independent, innovative, and able to contribute to the economic empowerment of the people and national development in a sustainable manner.

⁹ Muhiyi, "Entrepreneurship Education Model at Al-Insan Islamic Boarding School, Cilegon City, Banten Province," *Indonesian Journal of Socio-Technology* 10, no. 2 (2021): 231–250.

Research related to the development of entrepreneurial life skills in Islamic boarding schools, especially those that organize community work training centers, is still limited. Most of the studies focus on religious aspects or formal education, while an in-depth analysis of the priority factors that affect the strengthening of entrepreneurial life skills in the pesantren environment has not been widely carried out, especially with a systematic approach based on the actual needs of the pesantren . Previous research examined the empowerment of Islamic boarding schools by applying the humane entrepreneurship approach: the case of Indonesia with a qualitative method of case study approach and descriptive analysis techniques.¹⁰ Research on the management of entrepreneurial education in Islamic boarding schools based on community work training centers in Indonesia uses a qualitative method with a literature study approach and systematic literature review (SLR) analysis.¹¹ Analyzing the role of pesantren in shaping entrepreneurial values and religious leadership of students using qualitative methods with a descriptive approach.¹² Meanwhile, the purpose of this study is to analyze the priority factors of entrepreneurial life skills in Islamic boarding schools that organize community work training centers in one case in Serang Regency.

METHOD

This study uses a qualitative methodology that utilizes a descriptive case study design to thoroughly investigate social phenomena within the framework of the Raudlatul Athfal Islamic Boarding School, Serang Regency, the organizer of the community work training center. This methodology is in line with the interpretive paradigm, which considers reality as a subjective social construct influenced by individual experiences and interactions in a given social context¹³. Given the

¹⁰ Grisna Anggadwita et al., "Empowering Islamic Boarding Schools by Applying the Humane Entrepreneurship Approach: The Case of Indonesia," *International Journal of Entrepreneurial Behaviour and Research* 27, no. 6 (2021): 1580–1604, <https://doi.org/10.1108/IJEBR-11-2020-0797>.

¹¹ Safiudin et al., "Entrepreneurship Educational Management of Islamic Boarding School Based on Job Community Training Center in Indonesia," *International Journal of Academic Research in Progressive Education and Development* 13, no. 2 (2024): 743–57, <https://doi.org/10.6007/ijarped/v13-i2/21428>.

¹² Lukman Hakim, Mohammad Abdul Khafid, and Fahcurrizza Oktaviana Suyoto Putri, "The Role of Islamic Boarding Schools in Forming Entrepreneurship Values and Religious Leadership of Santri," *Al-Hayat: Journal of Islamic Education (AJIE)* 3, no. 2 (2019): 98–111, <https://doi.org/https://doi.org/10.35723/ajie.v3i2.74>.

¹³ Creswell & Creswell, 2018)

characteristics of complex and contextual problems, this methodology is seen as the most suitable for understanding social dynamics within pesantren settings, which cannot be simplified into ordinary numerical data.¹⁴

This study identifies the criteria for entrepreneurial life skills with sub-criteria including self-awareness, rational thinking, social, academic, and vocational competence. The selection of these characteristics is informed by literature and informant interviews, because they are seen as mutually significant in building competitive and sustainable Islamic boarding school entrepreneurial life skills.

A. Data Collection and Data Validation

Data is collected through the application of the triangulation method to ensure the completeness and depth of the information obtained. Data collection techniques include the use of questionnaires, conducting interviews, and reviewing the literature. The main data sources came from three informants who were purposively selected, namely the manager of the Islamic boarding school, the manager of the Islamic boarding school community job training center, and the students who participated in the training, all of whom had relevance and expertise in accordance with the field of research.^{15,16} In addition, secondary data is obtained from various documents such as policy papers, scientific publications, government reports, and other relevant literature.¹⁷

The validity of the data is maintained through the source and time triangulation technique, aiming to ensure the consistency and accuracy of information obtained from various methods and perspectives. The validation process is carried out by comparing the results of questionnaires and interviews, as well as through member checks, which are verifying the results of interviews with informants to avoid misinterpretations.¹⁸ The credibility of the data is further strengthened by the active involvement of researchers as the main instruments, who

¹⁴ RK Yin, *Qualitative Research from Start to Finish*, Second (New York: Guilford Publications, Inc, 2016).

¹⁵ (Bhardwaj, 2019;

¹⁶ Scott, 2017)

¹⁷ Hardani Achyar et al., *Qualitative & Quantitative Research Methods Book* (Yogyakarta: Pustaka Ilmu Group, 2020).

¹⁸ M.B Miles, M.A Huberman, and J Saldana, *Qualitative Data Analysis* (London: Sage Publication, 2014).

apply a reflective and thorough approach to gain a deep understanding of the research context.¹⁹

B. Data Analysis

The data that has been collected is analyzed using the Analytical Network Process (ANP) method, which is a multi-criteria decision-making strategy that is effective in handling complex and interrelated problems.²⁰ The ANP process involves three main stages, namely: (1) The model decomposition stage, where the problem is described into a network of criteria and sub-criteria through literature review, interviews with experts, and focus group discussions; (2) The model quantification stage, which utilizes paired questionnaires to assess the relationship between elements based on the assessment of expert respondents; and (3) The synthesis and analysis stage, which is carried out with the help of the Super Decisions software.²¹ At this stage, the calculation of geometric averages, the level of consensus of the assessors, and the preparation of super-matrix boundaries based on a priority scale of 1–9 are carried out.²²

This approach results in priority mapping of the most important aspects, so that it can be used as a basis for formulating a more measurable and targeted strategy for the development of entrepreneurial life skills in Islamic boarding schools that organize community work training centers.

RESULTS AND DISCUSSION

A. Research Results

The results of the study presented in Table 1 show the measurement of the priority weight of various life skill sub-criteria in the Islamic boarding school that organizes the community work training center. Based on the analysis of the

¹⁹ Linda Birt et al., "Member Checking: A Tool to Enhance Trustworthiness or Merely a Nod to Validation?," *Qualitative Health Research* 26, no. 13 (2016): 1802–11, <https://doi.org/10.1177/1049732316654870>.

²⁰ TL Saaty and LG Vargas, "Decision Making with the Analytic Network Process (Economic, Political, Social and Technological Applications with Benefits, Opportunities, Costs and Risks)," in *International Series in Operations Research & Management Science Thomas*, Second, vol. 195 (London and New York: Springer, 2014), 1–370, <https://doi.org/10.1007/978-1-4614-7279-7>.

²¹ Ascarya (2015)

²² (Scott, 2014)

network process, it is known that the sub-criterion of "knowing oneself" has the highest weight of 0.0250, followed by social, vocational, rational thinking, and academic aspects. These findings indicate that the development of self-awareness skills is a top priority in the formation of entrepreneurial life skills of students, which can further support the strengthening of other aspects holistically, as follows:

Table 1: Weighting of Entrepreneurial Life Skills Priority Weights

Sub-Criteria	Weight
Academic	0.0211
Rational Thinking	0.0229
Getting to Know Yourself	0.0250
Social	0.0239
Vocational	0.0226

Source: Network Process Analysis

The graphic image above illustrates the results of the priority weight measurement of various aspects of entrepreneurial life skills at the Islamic boarding school that organizes the community work training center. It can be seen that the aspect of "knowing oneself" has the highest weight compared to other sub-criteria, followed by social, vocational, rational thinking, and academic aspects. This shows that strengthening the ability to know oneself is the main focus in developing students' entrepreneurial life skills, while other aspects continue to receive attention as part of holistic competency formation efforts, as shown below:

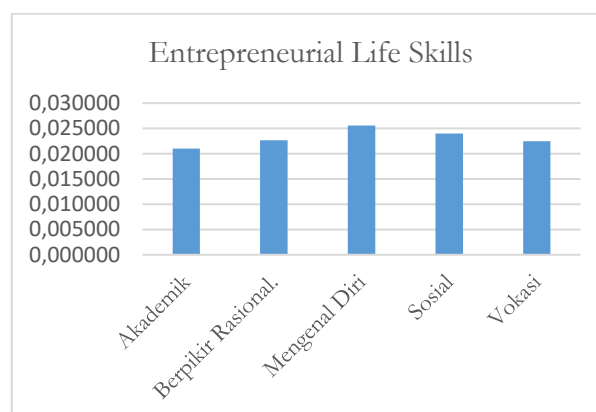


Figure 1: Priority Weighting of Entrepreneurial Life Skill Sub-Criteria

B. Discussion

Life skills are the main contributing factor to increase entrepreneurship for Islamic boarding school students with a series of skills needed by individuals to

overcome life challenges effectively and efficiently. The results of this study are in line with this research that it is clear that self-awareness is an important trait that helps improve life skills in the future.²³ The integration of life skills with personal communication and leadership will shape professional and interpersonal skills.²⁴ Self-introduction to the importance of *life skills* for student entrepreneurship with both religious and general education.²⁵ Teaching life skills is an important part of personal development so as to improve with knowledge and abilities in various aspects of life.²⁶

In the context of Islamic boarding schools that organize Community BLK, life skills play a very important role in shaping students to become independent individuals and able to manage aspects of life comprehensively. This is in line with Taufiqqurahman's opinion that Islamic boarding schools that have a Community BLK program provide facilities to develop these life skills in various dimensions, such as the ability to know oneself, think rationally, interact socially, intellectual mastery, and relevant technical skills.²⁷ Then Rahmatwati and Laila added that with the development of life skills, students are expected to become individuals who are not only religious but also skilled and able to adapt to various challenges in their lives.²⁸

A fundamental life skill is the ability to know oneself. Identifying one's potential and limitations is the main key in creating individuals who are able to manage themselves well. In the context of pesantren, students who are able to recognize their strengths and weaknesses will find it easier to choose the appropriate path of self-development. This ability also plays a role in strengthening character

²³ Pramila THAPA et al., "Impact of Self-Awareness *Life skill* on Effective Leadership in the Digital Era," *Journal of Academic Perspective on Social Studies*, no. 1 (2023): 54–64.

²⁴ Pradeep Kumar Nair and Mehrnaz Fahimirad, "A Qualitative Research Study on the Importance of *Life skills* on Undergraduate Students' Personal and Social Competencies," *International Journal of Higher Education* 8, no. 5 (2019): 71–83.

²⁵ Salman Alfariis and Ari Saputra, "Development *Life skill* For the independence of children in the Budi Utomo Muhammadiyah Metro Orphanage," *Jurnal Bina Ummat: Building and Fortifying the Ummat* 3, no. 2 (2020): 1–23.

²⁶ Shagufta and Rubina Shahnaz, "*Life skills and Its Impact on Personality Development*," *International Journal For Multidisciplinary Research* 6, no. 3 (2024): 1–7.

²⁷ Taufiqurrahman, "Islamic Education Management Based on *Life skill* At the Agro Boarding School Nuur El-Falah Salatiga."

²⁸ Elsa Puji Rahmawati and Azzah Nor Laila, "Implementation of Education-Based *Life skills* for Islamic boarding school students," *FELT* 7, no. 2 (2024): 772–784.

and building confidence and well-being. This is in accordance with the theory of self-awareness, where Klussman *et.al* connect self-awareness, self-acceptance based on this awareness, and the alignment of one's behavior with this awareness.²⁹ How to know oneself in life skills can be applied in education management so that self-awareness with two perspectives, namely intrapersonal and interpersonal, along with self-awareness.³⁰ In another view of self-awareness and life skills associated with emotional intelligence, where Antonopoulou uses the theoretical approach of emotional intelligence, this ability to know oneself is essential for managing emotions in a healthy way, maintaining good interpersonal relationships, as well as understanding the decisions that must be made based on strong self-awareness.³¹ The views mentioned above will support students in living a more independent and responsible life.

In addition to knowing yourself, rational thinking skills are also an important aspect in the lives of students. The ability to think logically and analytically in decision-making allows individuals to deal with problems in a systematic and objective way. This opinion is in line with Tabish *et.al*, that life skills make it easier to make rational decisions and hence create a problem-solving attitude so that one can communicate well, make the right decisions at the right time, and utilize creative and critical thinking for problem-solving purposes.³² In complex situations, critical thinking skills will help students to assess the various options available, analyze risks, and make wise decisions. For this reason, decision-making theory in social psychology and rationality theory state that individuals who have rational thinking skills can reduce the potential for errors in decision-making and increase the

²⁹ Kristine Klussman et al., "The Importance of Awareness, Acceptance, and Alignment With the Self: A Framework for Understanding Self-Connection," *Europe's Journal of Psychology* 18, no. 1 (2022): 120–31, <https://doi.org/10.5964/ejop.3707>.

³⁰ Julia Carden, Rebecca J. Jones, and Jonathan Passmore, "Defining Self-Awareness in the Context of Adult Development: A Systematic Literature Review," *Journal of Management Education* 46, no. 1 (2022): 140–77, <https://doi.org/10.1177/1052562921990065>.

³¹ Hera Antonopoulou, "The Value of Emotional Intelligence: Self-Awareness, Self-Regulation, Motivation, and Empathy as Key Components," *Technium Education and Humanities* 8 (2024): 78–92, <https://doi.org/10.47577/teh.v8i.9719>.

³² Sayed Iram Tabish and Prof. Syed Zahoor Ahmad Geelani, "Life skills: Need and Importance in Academics," *Journal of Learning and Educational Policy*, no. 32 (2023): 1–5.

likelihood of success.³³ In Islamic boarding schools that manage Community BLK, students who are trained in rational thinking will be able to solve problems more effectively, both in the academic context and in daily life.

Social skills are another important aspect that cannot be separated in the process of developing life skills. The ability to interact and cooperate with others is a foundation in building healthy and productive social relationships. The same thing was revealed by Ashori, where life skills training has a significant influence on social skills and subscale (cooperation, assertiveness and self-control).³⁴ In the pesantren, students not only learn in an academic context, but are also taught to live in a community that has diverse characters so that they have an optimistic future. For this reason, good social skills will help students to establish harmonious relationships with their peers, pesantren administrators, and the surrounding community. In addition, these skills are also important in the context of teamwork, which is often required in social projects and collective activities held in educational institutions.³⁵ Thus, the ability to interact effectively will increase social satisfaction and group performance, leading to the achievement of common goals.

In the academic dimension, life skills related to intellectual abilities greatly support student entrepreneurship. Good mastery of science and effective learning skills will strengthen the intellectual foundations of students, so that they are able to face academic challenges with confidence. For this reason, life skills and academic skills lead to the skills to use, manage, understand emotions well, and live a stress-free life.³⁶ Likewise, Islamic boarding schools with the Community BLK program provide an environment that supports intellectual development, both through formal curriculum and practical skills training. The application of life and academic skills to constructivism learning, which emphasizes the role of experience in the formation of knowledge, becomes the foundation in the educational process

³³ Ravindra Prajapati, Bosky Sharma, and Dharmendra Sharma, "Significance Of *Life skills Education*," *Contemporary Issues in Education Research (CIER)* 10, no. 1 (2016): 1–6.

³⁴ Mohammad Ashori, "'The Effectiveness of *Life skills Training on the Social Skills of Deaf Students*,'" *Biomedical Journal of Scientific & Technical Research* 19, no. 3 (2021).

³⁵ Peter Lau et al., "Developing Students' Teamwork Skills in a Cooperative Learning Project," *International Journal for Lesson and Learning Studies* 3, no. 1 (2013): 80–99, <https://doi.org/10.1108/IJLLS-03-2013-0018>.

³⁶ Iram Tabish and Zahoor Ahmad Geelani, "*Life skills: Need and Importance in Academics*."

Ilmuna: Jurnal Studi Pendidikan Agama Islam I Vol. 7, No.2 September (2025)
ISSN: 2715-9981. EISSN: 2715-9434. DOI: <https://doi.org/10.54437/ilmuna>.

in Islamic boarding schools.³⁷ Ultimately, through a learning process that focuses on the active involvement of students, they will be able to build a deep understanding and apply it in their daily lives.

Finally, vocational skills are a key element in creating student entrepreneurship in certain areas of expertise. The technical or vocational skills taught at BLK The pesantren community provides a basis for students to develop practical skills that can be directly applied in the world of work. The management of vocational skills as life skills is needed, including planning by setting goals, determining companions, grouping inmates, formulating strategies, determining the type of skills, and determining methods. Organizing includes: forming an organizational structure or management, formulating and determining the division of duties and authorities in each unit or unit. Actuation is carried out by providing motivation, and establishing communication relationships. Controlling is carried out through; setting standards, evaluation, and taking corrective actions.³⁸ Through vocational training, students are equipped with skills that allow them to work independently or even open their own businesses after completing their education at the pesantren. Skills development theory suggests that vocational skills-based learning can increase an individual's competitiveness in the job market, which in turn will strengthen his or her economic independence.³⁹ With relevant technical skills, students of Islamic boarding schools who organize Community BLK not only obtain spiritual education but also useful skills in the community.

Efforts to improve and improve life skills in order to achieve student entrepreneurship in Islamic boarding schools that organize Community BLK. *First*, the development of self-awareness as a foundation to form a reflective and resilient character of students, followed by logical and critical thinking training to support

³⁷ Annilta Manzilah 'Adlimah, "The Implementation of the Constructivism Learning Model in Improving Student Learning Outcomes in Islamic Religious Education on the Basic Competencies of Faith in Qada and Qadar Yields Peace of Mind," *POTENTIAL: Journal of Islamic Education* 5, no. 2 (2019): 219–38, <https://doi.org/10.24014/potensia.v5i2.6628>.

³⁸ Indah Maghfiroh and Zainal Arifin, "Life Skills Education in Realizing the Independence of Ex-Psychotic Assisted Residents," *Journal of Applied Psychology and Education* 1, no. 2 (2019): 117–27, <https://doi.org/10.26555/jptp.v1i2.15133>.

³⁹ Dana Nuril Ibad, "Implementation of Life Skills Education (*Life skills education*) in increasing the independence of students at the Ngashor Islamic Boarding School, Gumukmas District, Jember Regency," *Indonesian Journal of Islamic Teaching* 4, no. 1 (2021): 62–66.

appropriate decision-making. *Second*, social skills are honed through collective life in pesantren that encourages harmonious interaction and teamwork. *Third*, the academic dimension is strengthened through the integration of formal and non-formal curricula that stimulate active learning and are oriented towards problem solving. *Fourth*, structured vocational training at the Community BLK through the stages of planning, organizing, implementing, and supervising so as to equip students with applicable technical skills, ready to use in the world of work and entrepreneurship, and support the achievement of economic independence.

CONCLUSION

The development of entrepreneurial life skills in Islamic boarding schools that organize the Community BLK significantly shapes students to become independent, adaptive, and entrepreneurial ready individuals through strengthening the aspect of knowing oneself as a priority factor, thinking rationally, socially, academically, and vocational in an integrated manner. The theoretical implications of these findings strengthen the theory that the integration of intrapersonal, interpersonal, and vocational development in pesantren based education is able to increase the readiness of students to face the challenges of modern life and the world of work. Practically, the results of this study encourage pesantren and community BLK managers to optimize life skills training programs that are structured, oriented to market needs, and prioritize character development and technical skills of students. However, this study has limitations in the scope of locations and samples that are still limited to one pesantren, so generalization of the results needs to be done carefully. The next research is suggested to expand the object of study to various regions and types of Islamic boarding schools, as well as to examine more deeply the influence of each life skill sub-criterion on the success of student entrepreneurship longitudinally and comparatively.

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