

Empowering Students Through Religious Values: Enhancing Life Skills and Leadership in Educational Management

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Abstract:

This study aims to explore the impact of religious culture on the development of students' life skills in schools. Using a qualitative case study research design, this study explores how the integration of religious values in the educational environment can influence the formation of students' character, social, emotional, leadership, and resilience skills. Data were collected through in-depth interviews with principals, teachers, extracurricular supervisors, and students, as well as direct observation of activities at school. The findings of the study indicate that the application of religious values has implications for the development of students' life skills, emphasizing moral, ethical, and emotional management aspects in everyday life. The integration of religious values in formal and extracurricular learning helps students build leadership skills based on collaboration and increases their resilience in facing academic and social challenges. Practically, the results of this study imply the need for schools to continue to strengthen the integration of religious values in every educational activity in order to prepare students to face increasingly complex life challenges. This study contributes to the development of character-based educational management theory, as well as providing insight for educational practitioners in designing learning environments that support students' holistic development.

Keywords: *Religious Culture, Life Skills, Leadership, Student Character*

Abstrak:

Penelitian ini bertujuan untuk mengeksplorasi dampak budaya religius terhadap pengembangan keterampilan hidup (life skills) siswa di sekolah. Dengan menggunakan desain penelitian kualitatif studi kasus, penelitian ini menggali bagaimana integrasi nilai-nilai religius dalam lingkungan pendidikan dapat mempengaruhi pembentukan karakter, keterampilan sosial, emosional, kepemimpinan, dan daya tahan (resiliensi) siswa. Data dikumpulkan melalui wawancara mendalam dengan kepala sekolah, guru, pembina ekstrakurikuler, dan siswa, serta observasi langsung terhadap kegiatan di sekolah. Temuan penelitian menunjukkan bahwa penerapan nilai-nilai religius memberikan implikasi terhadap pengembangan keterampilan hidup siswa, dengan menekankan pada aspek moral, etika, dan pengelolaan emosi dalam kehidupan sehari-hari. Integrasi nilai religius dalam pembelajaran formal dan ekstrakurikuler membantu siswa membangun keterampilan kepemimpinan yang berbasis pada kolaborasi, serta meningkatkan daya tahan mereka dalam menghadapi tantangan akademik dan sosial. Secara praktis, hasil penelitian ini mengimplikasikan perlunya sekolah untuk terus memperkuat integrasi nilai-nilai religius dalam setiap kegiatan pendidikan guna mempersiapkan siswa menghadapi tantangan kehidupan yang semakin kompleks. Penelitian ini memberikan kontribusi pada

pengembangan teori manajemen pendidikan yang berbasis karakter, serta memberikan wawasan bagi praktisi pendidikan dalam merancang lingkungan belajar yang mendukung perkembangan holistik siswa.

Kata Kunci: *Budaya Religius, Keterampilan Hidup, Kepemimpinan, Karakter Siswa*

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INTRODUCTION

Education is the main foundation of sustainable community development (Fleming & Cook, 2022; Trevisan et al., 2024; Yumnam, Gyanendra, & Singh, 2024). Education functions not only as a means of transferring knowledge but also as a means of character-building, ethics, and life skills for the next generation (Habash, 2024; Scaramelli et al., 2024; Tavares et al., 2023). However, in the development of the era, the education system is often trapped in academic orientation alone, while the importance of developing life skills is often ignored. Life skills are the key to preparing students to face life's challenges outside the classroom, including social skills, emotional management, problem-solving, and communication (Bindu & Saravanakumar 2nd, 2023; Hasrat et al., 2024; Jeyapriya & Jayachithra, 2023). On the other hand, religious values contained in religious culture can play an important role in shaping a person's character and social life (Hutabarat, 2023; Komariah & Nihayah, 2023; Muzakki & Nurdin, 2022).

Therefore, this study is important to show how religious culture can support the development of students' life skills in the educational environment, especially at SMAN 1 Metro, Lampung, to contribute positively to the development of a better, more characterful, and quality society. Education in Indonesia faces a significant challenge in creating a balance between mastery of knowledge and character development of students (Sakban & Sundawa, 2023; Susanto, 2022). Many schools focus on academic achievement without paying adequate attention to developing essential life skills. As a result, many graduates feel less prepared to face the world of work and social life, even though they have good academic abilities. On the other hand, although religious culture can help students build strong character, religious values are often not optimally integrated into the curriculum or daily learning practices. This causes students to benefit less from religious values in their self-development process.

The phenomenon that occurs is that many schools in Indonesia, including SMAN 1 Metro and Lampung, have implemented various character education programs, but often, these programs are still separate from religious values that should be the foundation in forming students' morals and ethics. In addition, although various efforts exist to integrate religious education into the curriculum, these programs are often not seen as important elements in developing students' life skills. Many students cannot connect religious teachings with practical skills needed in everyday life, such as effective communication, time management, or problem-solving. This phenomenon indicates a gap in the integration between religious culture and life skills, which needs to be addressed to ensure that students are academically intelligent and competent in facing life's challenges.

Previous studies have examined the relationship between religious education and student character development. Several studies have found that religious values can significantly shape students' ethical behaviour and social responsibility (Guna & Yuwantiningrum, 2024; Haski-Leventhal et al., 2022; Yusoff et al., 2022; Xu & Ma, 2022). However, these studies focus more on moral and spiritual aspects without exploring how religious values can influence the development of more practical life skills. On the other hand, research on life skills focuses more on developing academic and social skills without considering the dimensions of religious culture in their teaching (Surbakti et al., 2024). This shows a gap in the literature that has not discussed in depth how religious culture can be used to support the development of life skills in the context of formal education in Indonesia. This gap shows the importance of research in connecting these two aspects of school learning.

Several studies have also shown that integrating religious culture into the curriculum can enrich students' learning experiences and provide added value in shaping their character. For example, a study by Gomez (2024) showed that a value-based approach to education can improve students' life skills, such as decision-making and conflict resolution. However, the study has not tested how specific religious values, such as tolerance, empathy, and honesty, can improve students' ability to manage emotions and work together in groups. It is important to present this study to fill this gap and test how the influence of religious culture on the development of life skills can be integrated into learning management in schools. Thus, this study is expected to significantly contribute to understanding the relationship between religious education and the development of students' life skills.

This study offers an innovative approach by examining the impact of religious culture on the development of life skills in the learning environment. Although there are many studies on religious culture or life skills separately, this article fills the gap by focusing on the interaction between religious culture and the learning environment in shaping students' life skills. The novelty of this study lies in the integrative approach between religious culture and life skills in the context of learning management. This study will also provide a new perspective on how religious values, such as a sense of responsibility, honesty, and tolerance, can be applied in everyday learning strategies to hone students' life skills, which are relevant to facing social and professional life challenges. This makes this study important to complete because it can provide practical solutions for developing a more holistic educational curriculum.

This study aims to analyze the impact of religious culture on the acquisition of life skills in the learning environment at SMAN 1 Metro, Lampung. The argument is that religious culture has great potential to improve students' social and emotional competence by developing values such as discipline, responsibility, and empathy, which are integral parts of life skills. By integrating religious culture into the curriculum and learning practices, students gain academic knowledge and practical skills needed to live in an increasingly complex and dynamic society.

The main contribution of this study is to provide a deeper understanding of the role of religious culture in the development of life skills in Indonesian education. This research can be a reference for educators and policymakers in designing more holistic education programs, focusing on academic aspects and paying attention to religious values as a foundation for character development and students' life skills. Thus, this research will positively impact character education and life skills development and improve Indonesia's education quality.

RESEARCH METHOD

This study uses a qualitative research design with a case study approach. Case studies allow researchers to explore phenomena in specific and complex natural contexts without disrupting ongoing activities (May & Perry, 2022; Welch et al., 2022). This approach provides an opportunity to understand how applying religious values in the school environment contributes to developing students' life skills, both in academic, social, and emotional contexts.

This research was conducted at SMAN 1 Metro, Lampung, which was chosen because it has a distinctive feature in integrating religious values into various aspects of learning and extracurricular activities. This school is known for its commitment to building student character through a religion and culture-based approach, which is the main focus of this study. In addition, SMAN 1 Metro has various activities that support the development of students' life skills, such as scouts, OSIS, and various religious organizations. This location is considered appropriate for exploring more deeply how religious culture can influence the acquisition of life skills among students and how the school manages the process.

The data collection techniques used in this study were interviews, observation, and documentation. In-depth interviews were conducted with several key informants, namely the principal, teachers, extracurricular instructors, and students involved in extracurricular activities and organizations at the school. Direct observation was conducted to see the interaction and implementation of religious values in school learning and social activities. Documentation was used to collect various notes or materials related to religious and extracurricular activities at SMAN 1 Metro, including programs that support the formation of students' character and life skills.

Data analysis followed the stages of data condensation, data reduction, data display, and data verification (Aguas, 2022; Pioli et al., 2022). In the first stage, data collected from interviews, observations, and documentation will be condensed to identify important information relevant to the research objectives. The data reduction process filters out less relevant information and organizes the condensed data into main themes. After that, the reduced data will be presented as a data display, allowing researchers to see the relationship between themes and the patterns that emerge. The final stage is data verification, which is checking the accuracy and consistency of the data by comparing one data source with another and paying attention to the suitability of existing theories.

To ensure the validity of the data, this study uses triangulation techniques, which compare data obtained from various sources and methods, such as interviews, observations, and documentation. In addition, data validity is also

tested through member checking, where interview results or initial findings are reconfirmed with informants to ensure that the information obtained truly reflects their perspective. Data validity checking is also carried out by conducting discussions between researchers and colleagues (peer debriefing) to obtain a more objective perspective and avoid bias in data interpretation. With this approach, researchers can ensure that the data obtained is valid and reliable.

RESULT AND DISCUSSION

Result

Students' Character Building

Students' character building at SMAN 1 Metro is an integral part of the school's efforts to shape and strengthen moral and ethical values among students. The main goal of this program is not only to encourage academic success but also to shape strong characters, with an emphasis on discipline, honesty, responsibility, and mutual respect. This process involves the integration of religious and social values in learning and extracurricular activities, which aims to shape students into moral and ethical individuals, both at school and in everyday life.

One teacher explained, "Character building here always prioritizes religious and cultural values. We invite students to understand the importance of integrity and honesty in every aspect of life, both inside and outside the classroom." This statement illustrates how character-building at this school relies heavily on applying religious values, which are the basis for shaping positive student traits. Thus, character building is not only focused on academic achievement but also on students' overall moral and ethical development.

Furthermore, one of the students added: "We are always taught to be responsible in everything, be it homework or activities at school. If there is a problem or conflict, we are taught to solve it in a good way and respect each other." From this statement, character building at SMAN 1 Metro is greatly influenced by positive habits implemented by teachers and friends. Values such as responsibility, conflict management, and mutual respect are integral to student character building.

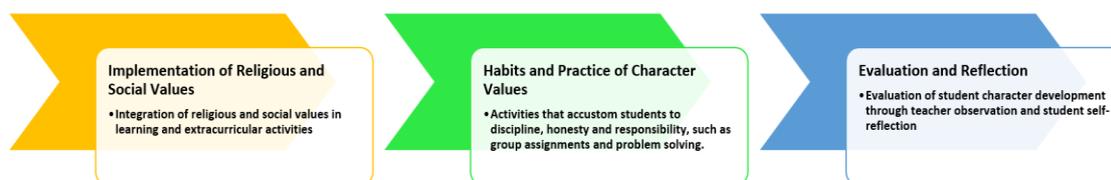


Figure 1. Character Strengthening Flow

The character-strengthening process shows a structured and holistic approach, involving various parties in the school to create an environment that supports the formation of student character. Character strengthening is not only measured based on academic achievement but also through students' ability to apply positive values in everyday life, both in social interactions and in problem-solving.

Students who are involved in extracurricular activities, such as scouting and arts, demonstrate a high level of discipline and responsibility. For example, in scouting activities, students learn to work together in teams, obey rules, and

overcome challenges together. These extracurricular activities have proven effective in developing students' social and emotional skills, which in turn supports the strengthening of their character.

Based on the data collected, it can be concluded that character strengthening is carried out not only through classroom learning but also through extracurricular activities that support the formation of values such as discipline, responsibility, and cooperation. This habituation becomes part of the student's daily lives, teaching them to act in accordance with the moral principles that have been instilled, thus forming them into more responsible and integrated individuals.

Overall, character building focuses on integrating religious and social values that are consistently applied in various aspects of students' lives. Students are expected to apply values such as discipline, responsibility, and integrity in academic learning, social activities, and extracurricular activities. Through the habituation of teachers and their friends, students' characters continue to develop and are reflected in their increasingly positive attitudes and behaviours inside and outside school.

Improving Social and Emotional Skills

Religious culture often emphasizes moral and ethical values, such as honesty, discipline, empathy, and a sense of responsibility. These values can strengthen students' character, which is very important in developing life skills, such as adapting, making the right decisions, and interacting positively with others.

Improving social and emotional skills in this study refers to developing students' skills in interacting positively with others, managing feelings, and resolving conflicts constructively. In this context, the religious culture applied at SMAN 1 Metro focuses on teaching values such as tolerance, cooperation, and respect for differences. This culture is a foundation for developing students' social skills, such as effective communication, healthy interpersonal relationships, and the ability to manage emotions well in various situations.

One of the teachers explained, "The religious culture in schools really helps students build more harmonious relationships. They learn to respect differences in religion, ethnicity, and outlook on life, which creates a climate of tolerance among them." This shows that the religious values taught in schools shape students' character and strengthen their social skills to interact with individuals from different backgrounds. The researcher interpreted that applying religious values plays an important role in creating a sense of mutual respect, which then impacts strengthening social skills.

A student added, "Every time there is a problem or conflict, we are taught to resolve it patiently and find a middle ground, not using violence. Such religious values greatly influence us in dealing with disputes with friends." From this statement, it can be concluded that students are taught about tolerance and skills in managing emotions and resolving constructive conflicts. The researcher interpreted that applying religious principles in this school directly strengthens students' ability to manage feelings and maintain healthy relationships.

When there are differences of opinion or conflicts between students, the teacher wisely directs them to talk and listen to each other. This applies not only in academic contexts but also in social interactions between students outside the classroom. Students appear calmer in dealing with differences and more open to different perspectives. The researcher concluded that the religious culture implemented in this school is very effective in facilitating the development of student's social and emotional skills and creating a more harmonious and inclusive environment. Based on the findings obtained, the researcher observed that implementing religious culture positively impacts students' social and emotional abilities. Values such as tolerance, cooperation, and respect for differences create mutual respect and improve students' ability to manage conflict and communicate more constructively. This aligns with the theory that religious culture can serve as an important foundation in forming social skills needed in everyday life.

A consistent pattern is seen from the data obtained, namely that the religious values applied significantly affect students' social and emotional skills. Students can communicate better, appreciate differences, and resolve conflicts more peacefully and rationally. In this case, religious culture becomes a reinforcing factor in developing important life skills for students, not only in an academic context but also in their social lives.

Improving Leadership and Decision-Making Skills

Improving leadership and decision-making skills at SMAN 1 Metro refers to the school's efforts to develop students' abilities to lead, make the right decisions, and be responsible in various contexts. These efforts involve learning and practical experience through activities inside and outside the classroom, such as student organizations, extracurricular activities, and other leadership activities. This process aims to equip students with practical leadership skills and the ability to make wise decisions, both on a small and large scale.

Table 1. Improving Leadership and Decision-Making Skills

Interview Results	Indicators	Informant
"As class president, I learned how to organize activities and ensure that all friends can play an active role."	Leadership, Organizing Activities, Responsibility	Class Leader
"In extracurricular activities, I am often involved in making decisions that involve many parties."	Decision Making, Cooperation, Involvement	OSIS Administrator
"In every meeting, we are reminded to make decisions by considering the impact on others."	Decision Making, Ethics, Empathy	Extracurricular Supervisor
"We always emphasize the importance of decision-making that involves active student participation to motivate them."	Participative Leadership, Motivation, Self-Confidence	Teacher
"We support students to learn to make responsible decisions in extracurricular activities and organizations."	Decision Making, Responsibility, Leadership	Principal
"As a student representative, I often discuss with students about how to make decisions that have a positive impact on them."	Decision Making, Discussion, Involvement	Student Representative

Table 1 shows various aspects of leadership and decision-making skills development at school. Students with leadership positions, such as class leaders, practice organizing activities and responsibilities. They also ensure that each group member plays an active role, reflecting the characteristics of inclusive and collaborative leadership. This shows that this school emphasizes the importance of leadership based on active participation from each individual.

The OSIS administrators, who are involved in decision-making for many parties, show the importance of cooperation in every decision. In this case, decision-making does not only rely on one party but involves discussion and joint consideration, which also enriches students' leadership skills. Meanwhile, the statement of the extracurricular supervisor emphasizes the values of ethics and empathy in decision-making, which shape students into leaders who are not only practical but also care about the social impact of their decisions.

Teachers, principals, and student representatives provide a broader perspective on decision-making in the school environment. Teachers encourage students to be actively involved in the decision-making process, which aims to train leadership and increase students' motivation and self-confidence. The principal emphasizes the importance of responsible decision-making in extracurricular activities and organizations. Meanwhile, the student representative emphasized the positive impact of decisions made by students in the context of individuals and the school community.

In extracurricular activities, such as scouts, debates, and student organizations, students can lead and make decisions in real situations. For example, in scouts, students learn to organize activities, choose team members, and determine the goals they want to achieve. In debates, students are trained to think critically and make decisions based on the arguments they build, which hone their decision-making abilities in more complex situations that require in-depth analysis.

These practical experiences strengthen students' leadership and decision-making skills by giving them an authentic context to apply what they have learned. This helps students be better prepared to face challenges in their social and professional lives. Improving leadership and decision-making skills is carried out systematically and holistically by involving various parties in the learning process and extracurricular activities. Students are given various opportunities to lead in formal contexts (such as in class and school organizations) and extracurricular activities. This process not only focuses on the technical aspects of leadership but also integrates ethical values, social responsibility, and empathy in decision-making.

Through this approach, students are equipped with the skills to make effective decisions and are taught to consider their impact on others. This makes them wiser in their actions and more responsible in making decisions, both in their personal lives and roles as members of society.

The development of leadership and decision-making skills is carried out with a comprehensive approach involving the active participation of students in various activities that challenge them to lead and make decisions. This approach creates young leaders with technical skills in organizing and making decisions and

understanding the importance of social and ethical values in every decision. Thus, it has succeeded in creating an environment that supports the development of responsible and integrity-based leaders.

Improving Student Resilience

Improving student resilience at SMAN 1 Metro refers to students' ability to overcome challenges, deal with stress, and recover from difficulties they experience inside and outside the school environment. This process involves developing emotional and psychological skills that enable students to remain motivated and focused despite academic, social, or personal pressures. SMAN 1 Metro implements various approaches to improving student resilience, including supporting them through in-depth learning on stress management, strengthening social support, and empowering individuals to overcome difficulties.

Table 2. Student Resilience Improvement

Interview Results	Indicators	Informant
"We are taught not to give up even when facing very difficult exams. We are encouraged to keep trying."	Emotional Resilience, Motivation, Perseverance	Students
"The school provides a lot of support, both from teachers and friends, which helps me get through difficult times."	Social Support, Empathy, Support Networks	Students
"Whenever we face difficulties, teachers always remind us to stay positive and find solutions."	Stress Management, Optimism, Problem Solving	Teachers
"We are often reminded not to give up easily and to see every failure as a lesson."	Mental Resilience, Learning from Failure, Positivity	Extracurricular Supervisors
"As a principal, I always make sure that students feel supported by the entire school community, especially when they are facing exams or other pressures."	Emotional Support, Leadership, Collective Resilience	Principal

Table 2 shows that student resilience at SMAN 1 Metro is formed through various factors, both internal and external. Students at this school show extraordinary emotional resilience, with a strong determination not to give up despite facing strict tests. This indicates that they are taught to face difficulties and given the tools and motivation to persist in stressful situations.

In addition, students expressed that social support is essential in developing their resilience. They feel more able to overcome difficulties when they receive support from friends and teachers. This highlights that a strong social environment, filled with empathy, is very influential in strengthening student resilience, creating a climate that supports them to grow and develop despite challenges.

Statements from teachers and extracurricular mentors further clarify that stress management and optimism are essential in increasing student resilience. Teachers teach how to face academic challenges and provide strategies for managing stress and maintaining a positive attitude despite failure. Meanwhile, extracurricular mentors emphasize the importance of learning from failure as part

of a broader self-development process. The principal adds a broader perspective on the collective emotional support provided by the school. He ensures that the entire school community plays a role in providing emotional support to students, creating a sense of security, and helping them cope with stress.

Various activities help students develop resilience, such as counselling sessions, group activities that strengthen cooperation, and extracurricular activities that encourage students to step out of their comfort zones. For example, students face situations requiring problem-solving and decision-making under pressure in scouting and debate activities. This allows them to hone their skills in dealing with difficult situations and develop the mental strength to survive.

In addition, in classroom learning activities, teachers actively support students in seeing failure as part of the learning process. The emphasis on managing emotions and stress in facing academic challenges helps students feel more prepared to face the existing pressures. The data collected shows that student resilience is built through an approach that focuses on strengthening emotional resilience, stress management, and social support. Students are given technical skills to solve problems and taught how to stay optimistic and learn from failure. Support from friends, teachers, and the school community is essential in strengthening students' resilience, making them better prepared to face various challenges in life.

Overall, improving student resilience is holistic and covers various aspects. Students receive strong social support from the school environment, including emotional support from friends, teachers, and the principal. In addition, they are allowed to develop resilience through stress management, optimism, and learning from failure. Thus, students cannot only face challenges but also bounce back and move forward, both in the context of their academic and personal lives.

Discussion

The findings in this study indicate the integration of religious and social values in various aspects of school life that significantly influence student character development. Strengthening character based on the values of discipline, honesty, and responsibility aligns with theories of character education that emphasize the importance of moral formation through value-based teaching (Ansori et al., 2024; Mugambi, 2022; Nuryadi, Prayitno, & Kumoro, 2025). However, this study also found that the success of character strengthening does not only depend on classroom learning but also on a supportive social environment, such as interactions between students and involvement in extracurricular activities, which strengthens the findings of Gulzar et al. (2022) and Yamini et al. (2022) who stated that intrinsic motivation can be obtained through positive social experiences. The difference with the existing literature lies in strengthening religious values as the primary basis, which is more emphasized in the context of education in Indonesia than character education in Western countries, which focuses more on universal values.

Meanwhile, the improvement of students' social and emotional abilities is seen through conflict management and increased empathy in social interactions

between students. This finding is consistent with research conducted by Aygün & Taşkın (2022) and Guo et al. (2023) on emotional intelligence, which shows that social and emotional skills play a significant role in students' personal and academic development. Extracurricular activities based on collaboration, such as scouting and debate, provide opportunities for students to practice these skills in real situations. The strengthening of social skills found in this study is in line with the results of previous studies, which revealed that a supportive environment can facilitate the development of effective interpersonal skills (Durlak et al., 2011). However, the findings of this study also highlight that although the social environment is quite supportive, the biggest challenge in developing social and emotional skills is the diversity of students who require a more inclusive approach. Related to improving leadership and decision-making skills, the results of this study confirm the view that practical experience in extracurricular activities is very effective in shaping student leadership. These results support the theory of leaders as learners, which underlines the importance of direct experience in the leadership learning process (Biswas et al., 2022; Ghamrawi et al., 2024; Munna, 2023). Student involvement in organizations such as OSIS or Scouts provides them with the opportunity to make decisions that impact others, which strengthens their ability to manage responsibilities and build inclusive leadership skills. However, the difference between the transformational leadership theory and the transformational leadership theory (Bass, 1990) was found in the lack of long-term vision-based leadership development that emphasizes social change. Practically, this finding implies the importance of schools to provide more space for students to be involved in strategic decision-making that involves all members of the school community rather than just focusing on short-term activities. This study also shows an increase in student resilience, which is an important part of their personal development. The results found are in line with resilience theory, which states that the ability to survive adversity can be developed through strong social support, effective stress management, and optimism in facing challenges (Hou & Chen, 2024; Ruiz-Rodríguez et al., 2022). Students receive significant support from teachers, friends, and the principal, which creates a supportive environment for developing their resilience. These findings reinforce existing literature suggesting that resilience can be strengthened through educational programs that expose students to challenges and support them in dealing with them in constructive ways (Alshawush et al., 2022; Awais, Fu, & Jones, 2024; Lee & Hancock, 2023). The difference with more individual-focused resilience theories lies in the emphasis on the school community as a factor in strengthening student resilience, which places more emphasis on the importance of collaboration in overcoming adversity.

The theoretical implications of the findings of this study indicate the importance of a holistic approach to character education, involving not only moral teaching in the classroom but also strengthening social, emotional, leadership, and resilience skills through social experiences and extracurricular activities. This approach is in line with the concept of Islamic education management, which emphasizes the integration of moral education and life skills into the learning process. In the context of Islamic education management, the formation of student

character is not only an effort to develop academic knowledge but also part of education that shapes students' personalities in accordance with Islamic values, such as honesty, discipline, empathy, and responsibility. Islamic education management aims to prepare students as a whole, both intellectually, socially, emotionally, and spiritually, so that they can become individuals who are not only intelligent but also have noble character and are ready to face life's challenges. Practically, this finding implies that Islamic education management in schools needs to continue to integrate social and religious values in every aspect of school activities, both in academic learning and in extracurricular activities. This is in line with the principles of Islamic education, which emphasize the importance of balancing the world and the hereafter and forming individuals who are able to apply Islamic values in everyday life. In this case, the management of activities that support character development, such as teaching religious values and strengthening leadership skills through student organizations, is very important. Therefore, schools need to provide appropriate emotional support to students, create opportunities for them to develop leadership skills, and facilitate them in developing resilience rooted in religious values. Thus, Islamic education management can be more effective in preparing students to face the increasingly complex and dynamic challenges of life, as well as contributing to character building that is in line with Islamic teachings.

CONCLUSION

The most important finding of this study is that strengthening students' character, improving social and emotional skills, and developing student leadership and resilience is greatly influenced by the implementation of religious values integrated into every aspect of school activities, both in formal and informal contexts. This process shows that effective education management requires a holistic approach that focuses on academic achievement and builds students' social, emotional, and leadership competencies. The lessons that can be learned are the importance of the role of school management in creating an educational climate that supports the development of student's character as a whole, as well as the importance of managing extracurricular activities that can strengthen students' life skills, which in turn will affect the overall quality of education.

The strength of this paper lies in its contribution to educational management, especially in integrating character values and social skills into a structured and sustainable learning process. This contribution is very relevant to educational management theories that emphasize the importance of an environment that supports students' personal development, as well as the role of school leadership in creating synergy between character education, extracurricular activities, and human resource management (teachers and staff) to achieve broader educational goals. The limitation of this study lies in its limited focus on one school, so the results cannot be generalized to the entire educational context in Indonesia. For future research, research with a broader sample and a more detailed managerial approach is needed to explore the long-term impact of managing student character and resilience in a more complex educational context.

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