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VOCATIONAL LIFE SKILLS IN RELIGIOUS EDUCATION: LESSONS LEARNED FROM THREE ISLAMIC BOARDING SCHOOLS IN JAVA

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Abstract: *This research is based on the idea of the need for the development of self-reliant enterprises in educational institutions (Islamic boarding schools) to create institutional and graduate independence. Based on this, the Ministry of Religious Affairs of the Republic of Indonesia (MORA) created a program in 2021 related to the development of vocational life skills and self-reliance for Islamic boarding schools. This study includes field research where data is obtained through participatory observation, field documentation, and in-depth interviews using a qualitative approach and qualitative descriptive analysis method. This research presents several new findings: First, the concept of vocational life skills is realized through a Business Incubation program based on household products. Second, the Legal Entity of Islamic Boarding School Enterprises (BUMPEs) accommodates various units for the development of small businesses that optimally assist in production management and marketing of creative products from Islamic boarding schools to the general public. Third, training or workshops are provided to students (santri) as workers or human resources involved in this small business process, involving the required experts. Fourth, there are still shortcomings in empowering student workers in this business development because human resource management is needed in production management. This program has provided a beneficial contribution to the progress of Islamic boarding school education, particularly in enhancing the quality of vocational life skills education and understanding of the business world or micro, small, and medium enterprises (MSMEs).*

Keywords: *Vocational Life Skills; Autonomy of Islamic Boarding Schools; Islamic Boarding School Enterprises (BUMPEs); Ministry of Religious Affairs of the Republic of Indonesia; Islamic Boarding School.*

INTRODUCTION

Education is an orderly and sustainable system to achieve its vision and mission, namely developing physical potential, health, vocational life skills, as well as character formation based on faith and piety (Suwartini, 2017). This goal is in accordance with the mandate of the National Education System Law No. 20/2003 which states that the aim of education is to create an attitude of independence in carrying out one's life activities. An independent attitude is a manifestation of the willingness and availability of human resources who are responsible for carrying out their lives without depending on other parties (Sa'dah, 2019). This applies to all education in this country, including Islamic boarding schools.

Basically, as educational institutions, Islamic boarding schools have an important mission towards transmitting Islamic knowledge and preserving Islamic traditions. Islamic boarding schools is Islamic educational institutions that teach, develop, and disseminate Islamic knowledge (Setyawan, 2019). However, the transmission of Islamic knowledge is only one of the functions of Islamic boarding schools. Apart from that, Islamic boarding schools have several internal functions since the beginning of their existence. Several functions of Islamic boarding schools includes some aspects: 1) Islamic boarding school as an educational institution that transfers religious knowledge (*tafaqquh fi al-din*) and Islamic values (Islamic values); 2) Islamic boarding schools as religious institutions that exercise social control; and 3) Islamic boarding schools as religious institutions that carry out social engineering or community development (Susanto, 2014).

The Islamic boarding school is able to carry out a process of maintaining good traditions and at the same time adapting to new and better scientific developments, so that it is able to play a role as an agent of change (Fawaid & Hasanah, 2020). Islamic boarding schools must be oriented towards life skills education by showing the human aspect of scientific activities to bridge the gap between human values with an orientation towards profit, benefit, and concern for environmental conservation. This Islamic boarding school's vocational life skills program trains students to improve the quality of knowledge that is applicable to the world of work. It is also to stimulate students to care and be sensitive to the environment and have high social awareness, not just profit.

Islamic boarding school is a religious educational institution that aims to educate students (*santri*) to become independent. In this independent education system, students are required to be responsible for managing their lives in accordance with the rules that apply in the Islamic boarding school environment and the external environment, and to be able to solve their own problems as best as possible. This model of education system has been going on since time immemorial. Islamic boarding schools are not only oriented towards the transfer of knowledge, but also psychomotor and affective development of students' skills. These skills also have a broader meaning, not just vocational skills or skills for work, but also skills for living with the wider community (Azra, 1998).

The Ministry of Religious Affaris (MORA) has made vocational life skills programs for Islamic boarding schools with various implementable activities to create independent Islamic boarding schools. This program aims to create transformative and sustainable Islamic

boarding school independence, in order to be ready to deal with the industrial era 4.0 and the social era 5.0. It is interesting to study The MORA's efforts to make Islamic boarding schools independent with vocational life skills programs.

A lot of research has been conducted on the independence of Islamic boarding schools. Some of them focused on post-Reformation Islamic boarding school independence (Solichin, 2012), Islamic boarding school independence management (Arwani & Masrur, 2022; Bakhri, 2023), santripreneur policy (Sriani, 2022), asset management (Priandhika & HR, 2016), or independence education in Islamic boarding schools (Sanusi, 2012). Lack of research has been found to comprehensively attempt to analyze the relationship between government policy and Islamic boarding school independence. Ilham and Zakariya's (2022) or Lina et al's studies (Lina et al., 2023) on MORA's policy of the implementation of Islamic boarding school entrepreneurship programs in Indonesia is quite relevant to this research. However, they only theoretically listed the MORA's programs to support Islamic boarding school entrepreneurship from 2019 to 2022. As preliminary literature, these studies contributed to providing an initial finding of MORA's contribution to the economic independence of Islamic boarding schools, but its contribution was theoretical and descriptive only.

Different from several studies above, this research seeks to explain the contribution of the MORA to the independence of Islamic boarding schools. This research is based on field studies, trying to track the independence programs that have been implemented by several Islamic boarding schools in Indonesia due to policy intervention from the MORA. This research, therefore, will specifically discuss several important issues: 1) strategic concept of MORA in dissemination Independence Boarding school in Indonesia ; 2) strategic programs of MORA in implementation of vocational life skills and independence of Islamic boarding schools ; and 3) the impact of MORA's policy in developing vocational life skills and independence to transformative and sustainable economy of Islamic boarding schools.

RESEARCH METHOD

This research is field research. Data was obtained through participant observation, field documentation, and interviews, and using a qualitative approach. The analytical method used is qualitative descriptive analysis (Arikunto, 2002; Cresswell, 2011). The research objects were 3 Islamic boarding schools in Java, namely 1) Nurul Jadid Paiton Islamic Boarding School, Probolinggo, East Java, 2) Al-Hamidiyah Lasem Islamic Boarding School, Central Java, and 3) Inaarah Buntet Islamic Boarding School, Cirebon, West Java.

This research was conducted for 5 months, starting from August to December 2022. This research focused on exploring the policies of the MORA regarding Islamic boarding school economics, exploring the concept of vocational *life skills*, independence, and social entrepreneurship education, and their application in the three Islamic boarding schools which have received assistance and guidance from the Indonesian Ministry of Religion's vocational life skills and independence program.

This research is designed by determining a needs analysis in the form of data collection initial conditions. This data collection takes the form of problem-based analysis activities observations, interviews, literature reviews and other supporting data. The next process is determination focused of interest, i.e. program based vocational life skills and independence (design, curriculum, targets, media, and indicators of success). The next stage is collection, data processing and analysis, as well as preparing research reports.

RESULTS AND DISCUSSION

Life Skills and Independence Program of MORA

The development of vocational life skills within the framework of Islamic boarding school independence by MORA is carried out in accordance with applicable regulations. This program is implemented in every Islamic boarding school properly and correctly in accordance with statutory regulations. The findings of the strategic role of the MORA in this matter are as follows:

- 1) Islamic Boarding School Business Incubation Assistance is one form of implementation of the Islamic Boarding School Independence Program which has been rolled out by the MORA since 2020. This program is based on a big concept called the Islamic Boarding School Independence Roadmap.
- 2) The determination of Islamic boarding schools that receive small business assistance in the Islamic Boarding School Independence Program is based on 4 (four) categories of Islamic boarding schools, namely: First, Islamic boarding schools that do not yet have business units; Second, Islamic boarding schools that already have business units; Third, Islamic boarding schools have independent business units with development planning; Fourth, Islamic boarding schools which have business units with even more complex management and development.

Implementation of the vocational life skills development program for Islamic boarding schools in realizing Islamic boarding school independence is based on the Decree of the Director of Diniyyah Education and Islamic Boarding Schools Number 6211 of 2011 concerning Determination of Recipients of Islamic Boarding School Business Incubation Assistance in 2021. This policy is based on Law Number 18 of 2019 concerning Islamic boarding school and continued with Minister of Religion Regulation Number 18 of 2020 concerning the Strategic Plan of the MORA for 2020-2024, supplemented by Minister of Religion Regulation Number 30 of 2020 concerning the Establishment of Islamic Boarding Schools and the Implementation of Islamic Boarding Schools. These laws and regulations provide a strong basic foundation for Islamic boarding schools in developing religious education in the community and developing small businesses as can be seen in Table 1 below.

Table 1. Several policies related to Islamic boarding school economics

No	Policy	Explanation
1	Law No. 20/2003	The National Education System which was established and invited on July 8, 2003 states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, as well as the skills needed by himself, society, nation and state.
2	Presidential Decree No. 22/2015	In Presidential Decree Number 22 of 2015, it is stated, among other things, that October 22 is designated as Santri Day; Santri Day is not a National Holiday.
3	Law No. 18/2019	That to guarantee the implementation of Islamic boarding schools in their educational function, missionary function and community empowerment function, arrangements are needed to provide recognition, affirmation and facilitation based on their traditions and uniqueness.
4	Presidential Decree No. 82/2021	Regarding the existence of the Islamic Boarding School Endowment Fund / Funding for the Implementation of Islamic Boarding Schools
5	MORA's Roadmap for Islamic Boarding School Independence 2021-2024	<p>1. For the quota of 100 Islamic boarding schools, in 2021 there will be the launch of the Pesantrenpreneur program, a movement to develop Islamic boarding school economic data dashboards, as well as piloting the Islamic Boarding School Independence Empowerment program.</p> <p>2. For the quota of 500 Islamic boarding schools, in 2022 there will be the launch of 100 BUM-Pes or Islamic Boarding School-Owned Enterprises, Santripreneur, Islamic Boarding School Digital Economic Platform, followed by replication of the independence program.</p> <p>3. For the quota of 1,500 Islamic boarding schools in 2023, there will be the launch of a Community Economic Hub, which will be followed by replicating Islamic boarding school independence.</p> <p>4. Furthermore, in 2024 similar replications will be carried out in many other Islamic boarding schools in Indonesia.</p>

Table 1 implies that Law No. 18/2019 concerning Islamic Boarding Schools is the State's recognition of Islamic boarding schools whose existence existed centuries ago, long before this country became independent. In addition, the Law on Islamic Boarding Schools is expected to fulfill the development, aspirations and legal needs of society in aspects such as recognition of the independence of Islamic boarding school administration, recognition of the unique variants and models of Islamic boarding school administration, recognition of the fulfillment of Islamic boarding school elements (*arkanul ma'had*) and spirit of Islamic boarding school (*rubul ma'had*) as a condition for establishment, recognition of Islamic boarding school education as part of the implementation of national education. The Law on Islamic Boarding Schools is also the legal basis for providing affirmation of guarantees of equal quality of graduates, equal access to education for graduates, and equality in employment opportunities. This also includes recognition of the qualifications, competence and professionalism of educators and education staff in Islamic boarding school education. Therefore, the Law on Islamic Boarding Schools exists not only for the good and internal progress of Islamic boarding schools, but also for wider benefits, for the progress of the Indonesian nation.

Several Islamic boarding schools in Indonesia have received incentives in the form of financial and managerial support related to entrepreneurship from MORA. In Java, in particular, some of these Islamic boarding schools include: Nurul Jadid Paiton Islamic Boarding School, Probolinggo, East Java, Al-Hamidiyah Islamic Boarding School, Lasem, Central Java, and Inaaroh Buntet Islamic Boarding School, Cirebon, West Java. These three Islamic boarding schools, with their respective entrepreneurship programs, have contributed to building the Islamic boarding school economy. The following are several important notes on the efforts made by Islamic boarding schools to develop vocational *life skills* through the Islamic Boarding School Business Incubation initiated by the MORA.

Implementation of Vocational Life Skills and Economic Independence at the Nurul Jadid Probolinggo, East Java

The Nurul Jadid Paiton Probolinggo Islamic Boarding School was founded in November 14, 1948. Using the Islamic calendar (hijriyah), this Islamic boarding school was founded on Friday, the 10th of Muharram, 1368 AH. This Islamic boarding school uses a salafiah system where at the beginning of its development it used the development of a salafiyah diniyah. In its development, the Nurul Jadid Islamic Boarding School also adopted a modern education system. This educational institution focuses on education and da'wah and is not tied to any political organization.

In the context of the vocational life skills and Islamic boarding school independence program by MORA, in 2021 the Nurul Jadid Paiton Islamic Boarding School has received small business assistance in the context of developing life skills and Islamic boarding school independence. The forms of activities in developing life skills and independence at the Nurul Jadid Islamic boarding school in the Islamic boarding school Business Incubation program include the following: First, printing support service activities, and Second, apparel industry activities (convection) from textiles.

The management of the Islamic boarding school business incubation program at the Nurul Jadid Islamic Boarding School has been running by involving the students as "workforce" as a form of developing *life skills* for the students and the Nurul Jadid Islamic Boarding School Management as managers in this Islamic boarding school's business activities. After conducting in-depth observations and interviews with several administrators and students involved in this program, such as H. Thahiruddin, M. Pd., as Chair of the Nurul Jadid Islamic Boarding School Business Incubation and Syaiful Anam ME, as Secretary, interesting facts were found regarding the implementation the program. Below, the researcher briefly describes the steps that have been implemented by the Nurul Jadid Paiton Islamic Boarding School:

1. Carrying out data collection based on the level of needs of the Islamic boarding school and also reading market and industrial needs around the Nurul Jadid Islamic boarding school environment. After analyzing market needs, the board of the Nurul Jadid Islamic Boarding School Business Incubation decided to focus on the printing and convection business.
2. Based on this analysis, the management then provides training or *workshops* to the workforce or human resources used in this small business process (in this case the students selected based on specialization) by involving the required experts (trainers).
3. Apart from providing technical training in these two fields, the management also strives to develop an attitude of commitment in managing the small businesses of the students involved based on data on the human resources needs of Islamic boarding schools, markets and industries around the Nurul Jadi Islamic Boarding School .
4. The process of producing the needs and activities of the small business of the Islamic boarding school begins with several work regulations that have been set by the Islamic boarding school with the issuance of a work order from the Islamic boarding school according to the needs and type of business.
5. Efforts to develop this program have involved several stakeholders and the network of the Nurul Jadid Islamic boarding school in the Paiton District area , through various forms of business collaboration and marketing of business products.
6. Life skills and independence development program is very useful and prospective for both the Nurul Jadid Islamic Boarding School and also the community around the Islamic boarding school environment. Because this program is supported by the MORA. This is a strengthening of the existence of Islamic boarding schools in the future and provides entrepreneurial experience for the students which will be useful when they graduate.

In Nurul Jadid, this program has a positive impact on the sustainability of Islamic boarding schools in developing skilled and efficient human resources, as well as supporting the resilience and independence of Islamic boarding schools in the future. This program has made a useful contribution to the progress of Islamic boarding school education, especially in improving the quality of vocational life skills education and understanding of the world of business or small, micro and medium enterprises (MSMEs).

The next effort is to strengthen the human resources of Islamic Boarding School Economic Institutions. They implement training programs in the governance of Islamic Boarding School-Owned Enterprises (BUMPes) in order to improve the quality of vocational life skills and the independence programs of Islamic boarding schools.

Implementation of Vocational Life Skills and Economic Independence at the Al-Hamidiyyah Lasem, Central Java

Al-Hamidiyyah Boarding School was established around the middle of 1980. *The* founder of Ponpes Al-Hamidiyyah was the late father Ahmad Thoyfoer bin Maftuchin and his wife, mother Muhimmah binti Fatchurrahman. Abah Thoyfoer and Mother Muhimmah come from Lasem, precisely from Sumbergirang Village. The naming of Al-Hamidiyyah itself *is a tafa'ulan* from the name of KH. Abdul Hamid Pasuruan, who is a teacher, role model and inspiration for Thyfoer's father and Muhimmah's mother. Muhimmah's mother continues her lineage with Mbah Hamid Pasuruan who is also a native of Lasem through her mother's line, namely Muhimmah binti Asiyah binti Abdullah bin Umar. While from Mbah Hamid is KH. Abdul Hamid bin Abdullah bin Umar. While the lineage of Abah Thoyfoer met with KH. Abdul Hamid Pasuruan also goes through the mother's path. Exactly Ahmad Thoyfoer bin Solihah binti Rohmini binti Umar.

According to KH. Luthfi Thomafi, caretaker of the al-Hamidiyyah Lasem Islamic Boarding School, Islamic boarding schools cannot be separated from globalization. Therefore, Islamic boarding school educational institutions are required to continue to innovate. No wonder, over the last decade, the al-Hamidiyyah Lasem Islamic Boarding School has emphasized its students to not only study religious knowledge, but also master other sciences and modern technology. This aims to foster *an Islamic technological attitude* (Islamic technological attitude) and *technological quetions* (technological intelligence).

The al-Hamidiyyah Lasem Islamic Boarding School has now become one of the pioneer e-learning Islamic boarding schools in Rembang Regency. The Foundation has promoted formal education, but without abandoning traditional Islamic boarding school-style learning. Computer-based learning and *e-learning* (learning online) has been implemented through the Avicenna Al-Hamidiyyah Vocational High School (SMK), which deepens the competency skills of Pharmacy, *Nursing* and Graphic Design. The al-Hamidiyyah Lasem Islamic Boarding School has the principle that it is not enough for Islamic boarding schools to just be *istiqomah* with traditional learning, but must also be innovative. The world of Islamic boarding schools today has challenges to continue to advance Islamic boarding school education.

With the existence of Avicenna Al-Hamidiyyah Vocational School, people are introduced to the industrial world in terms of paradigms and perspectives Islam. The main goal of the students at the Al-Hamidiyyah Islamic boarding school is to seek provisions for the afterlife. Meanwhile, in Islamic boarding schools and formal institutions, students are equipped with skills for life in the world. So the foundation focuses on integrating traditional education based on the afterlife and vocational *life skills education* based on world technological advances. So that the students' work can be "read in the world and the hereafter".

Therefore, the education process at Al-Hamidiyah needs to be supported by a learning system with a curriculum that is interconnected between competencies in reading (*Iqra'*) the holy book Al-Qur'an with *bi an-nadzhar* and *bi al-ghaib*, and reading books. The *yellow* traditions of the Salaf al-Salih ulama are integrated with current global technological advances. In the end, students who have *multicompetence* are ready to go into society to educate the life of the nation and empower community resources. The students are also equipped with *green multicompetence awareness* in the form of caring for and preserving the environment, which is proven by processing waste (*recycling*) into products that are beneficial and useful for people's lives.

The implementation of *e-learning* or digitalization of education carried out by Avicenna Vocational School is an effort to realize global technology-based education, making it easier for students in the learning process and accessing knowledge more broadly and in depth. Thus, the teacher council (*asatidz/asatidzah*) is required to create lesson modules to support the teaching and learning process, so that students are enthusiastic about absorbing global knowledge and information.

In relation to the vocational *life skills program* and Islamic boarding school independence at the Al-Hamidiyah Lasem Islamic Boarding School by the MORA, in this program the Al-Hamidiyah Islamic boarding school Incubation management involves students and also alumni to make maximum contributions and have a sustainable positive impact (*sustainability*). in maintaining Islamic boarding school scientific traditions and adapting to current advances in world science and technology (*al-Muhafazah ala al-Qadim al-Salih wa al-Akhyar bi al-jadidi al-aslah*).

Several sources interviewed regarding the management of this program were Nabila Hikmatul Maula, as Chair of the Almida Islamic Boarding School Cooperative, Al-Hamidiyah, and Kanajauharul Lathifah, as Treasurer of the Almida Cooperative. Researchers also interviewed several students, alumni and other administrators of the Almida Cooperative which is under the auspices of the Al-Hamidiyah Islamic Boarding School-Owned Business Entity (BUMPES). The results of the interview show that the steps that have been implemented by the Al-Hamidiyah Islamic Boarding School in implementing the vocational life skills and the independence program of the Islamic boarding school are:

1. Implementation of life skill and independence program a printing and household products business, and founded the Almida Cooperative since 2020, while also establishing a Islamic Boarding School Business Entity (BUMPES) to accommodate various types of small business development units initiated by KH. Lutfi Thomafi (late). During the commemoration of National Santri Day in 2022, socialization and marketing of products resulting from the creativity of Islamic boarding school residents will be carried out to the general public. Community involvement through educational staff in Islamic boarding schools and experts who accompany the production process of products carried out by students and the community also helps in marketing them.

2. Management of the Islamic boarding school Business Incubation program, in the context of developing the Islamic boarding school's *life skills* and independence. The activities under Bumpes Al-Hamidiyyah are:
 - a. *Laundry* business
 - b. Manufacture of laundry detergent
 - c. Making dish soap
 - d. Making bath soap
 - e. Screen printing of t-shirts, key chains and *stickers*
 - f. Almida Cooperative (*Almida Mart*): provides stationery and books, printing and photocopying services, food and drinks, religious needs, office needs, school needs.
3. Providing training or *workshops* to students as workers or human resources used in this small business process. This process also involves the required experts from the surrounding community and collaborates with the Cooperative and MSME Service of Lasem Regency, Rembang, Central Java.
4. Developing an attitude of loyalty and commitment in managing small businesses based on data on human resource needs for Islamic boarding schools and also the market and industry around the Al-Hamidiyah Islamic Boarding School .
5. Carrying out the production process for the needs and activities of small Islamic boarding schools through the provisions set by the Islamic boarding school by issuing a Work Order from the Islamic boarding school in accordance with the needs and type of business, issued by the PP Islamic Boarding School-Owned Business Entity. Al-Hamidiyah (BUMPes Al-Hamidiyah) .
6. Developing this program have involved several interested parties (*stakeholders*) and networks (*networking*) of Islamic boarding schools in the Lasem-Rembang area. The management also utilizes the Al-Hamidiyah Islamic boarding school alumni network that has been formed and community figures in the Islamic boarding school environment through collaboration, socialization and marketing of Islamic boarding school small business products.
7. Life skills and independence development program has had a good influence on the residents of Al-Hamidiyah Islamic Boarding School, especially the cooperative administrators and students involved. This program also provides good benefits for the community around the Islamic boarding school environment. The profits obtained are then used for the operational needs of the Islamic boarding school, such as paying for electricity and other Islamic boarding school needs. This is a strengthening of the existence of Islamic boarding schools in the future.
8. There are still shortcomings in empowering the student workforce in business development, namely in the management aspect. The existence of students as "labor" on

the one hand and their main task of studying on the other hand, is quite difficult in terms of time management.

9. Marketing of santri business products, apart from the alumni network and village shops in collaboration with the management, is also carried out by holding a bazaar of creative products at the Al-Hamidiyyah Islamic Boarding School on National Santri Day 2022. The activity is held in the Lasem Santrifest HSN 2022 program which is held by the DKM management Jami' Lasem Mosque provides *medical check-up facilities* from Avicenna Vocational School and sells several products that are marketed including DTF t-shirts, *bot fresh*, soap, key chains, *block notes*, etc.

In Al-Hamidiyah, the vocational life skills and independence program has had a positive impact on the sustainability of Islamic boarding schools in developing skilled and efficient human resources. In this case, the students involved have their entrepreneurial instincts honed, while the administrators gain more experience in managing business units in Islamic boarding schools, as well as supporting the resilience and independence of Islamic boarding schools in the future.

This program has made a useful contribution to the progress of Islamic boarding school education, especially in improving the quality of vocational life skills education and understanding of the world of business or small, micro and medium enterprises (MSMEs). The management continues to strive to strengthen the skills of the administrators and students by conducting periodic evaluations and upgrading skills through training programs in the governance of Islamic Boarding School-Owned Business Entities.

Implementation of Vocational Life Skills and Economic Independence at the Inaroh Buntet, West Java

The Buntet Islamic Boarding School is located in the Manis Depok Islamic Boarding School Block, Mertapada Kulon Village, Astanajapura District, Cirebon Regency. The location of Mertapada Kulon Village is 12 kilometres to the south of Cirebon City; 26 Km to the East from the capital city of Cirebon Regency. The position of the Buntet Islamic Boarding School is between four borders, namely: to the west it borders Munjul Village; to the north it borders the Cimanis River, Buntet Village; to the east it borders Kali Anyar; and to the south it borders the Kiliyem Block, Sida Mulya Village.

The location of the Buntet Islamic Boarding School can be categorized as a strategic place and is very easy to reach using any type of vehicle. Because the road leading to that location has long been blocked by public transportation (buses, trucks and trucks) from Ciledug to Cirebon; Even buses or trucks from Central Java heading to Jakarta (via alternative roads) can pass through the Mertapada Kulon highway (the village where the Buntet Islamic Boarding School is located).

Life skills and Islamic boarding school independence program by the MORA at the Buntet Islamic boarding school is implemented based on the aim of assisting the educational needs of life skills and the economic independence of Islamic boarding schools. The Islamic boarding school Business Incubation Program is implemented in the context of developing

Islamic boarding school life skills and independence. This program runs by involving employment of Islamic boarding school students as part of life skills training for them, and also for Islamic boarding school administrators to hone their skills as managers in the Islamic boarding school's business activities.

The following are the results of interviews with sources in the management of this program, namely PP caregivers. Al-Inaaroh Mr. KH. Adib Rofiuddin Izza. Furthermore, technical and in-depth interviews were conducted with M. Zidan, as Chair of the Al-Inaaroh Islamic Boarding School Management, and Ahmad Zaki, as Manager of Inaroh Water and Inaroh Laundry, and assisted by several PP Islamic boarding school administrators. Al-Inaaroh. The steps that have been implemented by the Al-Inaaroh Islamic Boarding School are:

1. Life skills and independence development program in Buntet is implemented through the Islamic Boarding School Business Incubation program, namely at PP. Al-Inaaroh has started a printing and household products business, as well as establishing small business units with the support of Islamic boarding school influences,
2. The management of the Islamic boarding school Business Incubation program aims to develop *the life skills* and independence of the Buntet Islamic boarding school. It is hoped that Islamic boarding school administrators and students will have the skills to manage business units so that they can support the independence of Islamic boarding schools and prepare students to become independent when they graduate.
3. In this context, Islamic boarding school administrators provide training (*workshops*) to students who are selected through interest and ability selection to be prepared to become workers or human resources (HR) in the operations of the business being formed. In this process, the boarding school also invites experts (practitioners) who are known to have sufficient experience in this business field to provide technical training and managerial and marketing assistance. The management also involves the local community and collaborates with the Cirebon Regency West Java Cooperative and MSME Service.
4. Apart from training on technical matters, the management also builds the commitment of business managers (the students involved) to create solid team work and map the market potential that will be exploited to market the product.
5. Carrying out the production process for the needs and activities of small Islamic boarding schools through the provisions set by the Islamic boarding school with the issuance of a Work Order from the Islamic boarding school in accordance with the needs and type of business, issued by the PP Caretaker. Al-Inaaroh.
6. Apart from involving the students as business managers, the administrators also invited and involved several interested parties (*stakeholders*) and networks *that* the Buntet Islamic boarding school has had so far, both those located around the Islamic boarding school and around Cirebon Regency. The network of alumni and community figures in the Islamic boarding school environment is also utilized in efforts to socialize and market Islamic boarding school small business products.

In Al-Inaaroh, life skills and independence development program is very useful and prospective for both Al-Inaaroh Islamic Boarding School and also the community around the Islamic boarding school environment. Because this program is supported by the MORA. This is a strengthening of the existence of Islamic boarding schools in the future.

This program has a positive impact on the sustainability of Islamic boarding schools in developing skilled and efficient human resources, as well as supporting the resilience and independence of Islamic boarding schools in the future. This program has made a useful contribution to the progress of Islamic boarding school education, especially in improving the quality of vocational life skills education and understanding of the world of business or small, micro and medium enterprises (MSMEs).

The next effort is to strengthen the Human Resources of Islamic Boarding School Economic Institutions, namely through training programs in the governance of Islamic Boarding School-Owned Business Entities. In order to improve the quality of vocational life skills programs and the independence of Islamic boarding schools.

Building Entrepreneurship Ecosystem in Pesantren

The implementation of vocational life skills and independence programs has made a useful contribution to the economic progress of Islamic boarding schools, especially in improving the quality of the business world or micro, small and medium enterprises (MSMEs). This is in line with the view of the concept of Economic Development or Islamic Boarding School Independence. Islamic boarding schools have proven strong in facing challenges. In terms of economic development, it means being able to have an entrepreneurial spirit and spirit which has great potential in economic development (Azizah, 2014; Suwito & Tarigan, 2022).

This program has a positive impact on the sustainability of Islamic boarding schools in developing skilled and efficient human resources, as well as supporting the resilience and independence of Islamic boarding schools in the future. This is in line with the views of several researchers who state that the decentralized alumni network, even students and student guardians, is a market that is very easy to access. However, human resource development and digital transformation alone will not be enough to form an independent Islamic boarding school. This also needs to be supported by good Islamic boarding school management. This means how to coordinate business management that is profit-oriented but does not directly eliminate the social-oriented character of Islamic boarding schools (Ismail, 2016; Majid et al., 2023).

The legality of Islamic Boarding School Business Entities (BUMPES) to accommodate various types of small business development units can help optimally manage the production and marketing organization of Islamic boarding school creative products to the general public. Training or *workshops* for students for labor or human resources can have a positive impact on this small business process by involving the required experts from alumni, local community members and collaborating with Government Services and related organizations/institutions. This is in line with the findings of several studies which state that business legality is something that is absolutely needed by Islamic boarding schools to

increase their business independence. Without business legality, Islamic boarding school business units find it difficult to compete with several retail businesses in the global market (Anggung, 2017; Kusuma et al., 2020).

However, empowering student workers in business development still requires time management in managing production businesses. Therefore, synergy is needed between Islamic boarding school community stakeholders and community members around the Islamic boarding school in terms of empowering Natural Resources (SDA) and Human Resources (SDM) in an innovative and creative way based on local wisdom. This is in line with several recent research findings that synergy between Islamic boarding schools and business and industrial world partners, as well as the government can be a major factor in improving students' business skills as well as maximizing the potential of natural resources found in Islamic boarding schools (Mustakim, 2020; Nurasikin et al., 2022).

CONCLUSION

This study has found some conclusions and recommendations for the future economic development of Islamic boarding schools. First, mentoring activities for small businesses (Business Incubation) need to be carried out continuously by involving stakeholders related to the Life Skills program Vocational and Independence This Islamic boarding school. Second, training (workshops) is very important to improve the skills of HR Managers of Life Skills Programs Vocational and Independence Islamic boarding school. Third, it is very important to strengthen the human resources of Islamic boarding school economic institutions through training programs in the governance of Islamic boarding school-owned enterprises. Fourth, productive and innovative community development and community development programs need to be carried out by involving active youth organizations and other community organizations. based on local cultural potential and values. Fifth, awareness among students and the community of the importance of vocational life skills education and Islamic boarding school independence must be carried out from an early age.

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