

Learning Managementlife Skills in Growing the Entrepreneurship Soul of MAN's Students: Case Study of MAN 1 Pulang Pisau and MAN Kapuas, Central Kalimantan Province

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Abstract

Life skills learning management plays an important role in preparing individuals to face challenges in everyday life and developing their potential to achieve personal and professional success. Life skills learning management problems, including planning management that is not well coordinated, learning implementation that is still faced with limited infrastructure, funds, learning resources, instructors, and life skills learning assessment models in fostering the entrepreneurial spirit of students at State Madrasah Aliyah (MAN). This research aims to analyze information on planning, organizing, implementing, and evaluating obstacles, solutions and the impact of life skills learning management in cultivating the entrepreneurial spirit of students at MAN 1 Pulang Pisau and MAN Kapuas. The research approach uses a qualitative case study approach to reveal life skills learning management in fostering the entrepreneurial spirit of students at MAN 1 Pulang Pisau and MAN Kapuas, Central Kalimantan Province. The selection of research locations, because they both have State Madrasah status and have high interest in their area, is also based on determination. The results of this research found that (1) Life skills learning planning was carried out involving various parties such as supervisors, Madrasah heads, Deputy Curriculum Section, and teacher councils, which were guided by the Regulation of the Minister of Religion (PMA) of the Republic of Indonesia (RI) No. 184 of 2019. (2) The organization of life skills learning is structured by dividing tasks, and the need for organizing the MA curriculum is carried out on the basis of the Madrasah Principal's decision as a result of deliberations regarding teacher workload instructions. (3) The implementation of life skills learning is carried out using a scheme of preliminary, core and closing activities. There are distortions in the implementation of life skills learning, especially in terms of the availability of teaching staff. (4) Evaluation of life skills learning is carried out normatively, including assessment of mid-semester exams (UTS) and final semester exams (UAS). (5) Constraints in the management of life skills learning. MAN still needs to be faced with constraints regarding resource specifications for life skills teachers who lack proportion in the division of work. (6) The solution to overcome life skills learning management obstacles can be done by structuring life skills learning, which focuses more on MAN's local resources. (7) The impact of life skills learning management can be seen in students' persistence in participating in life skills learning.

Keywords: *Learning Management, Life Skills, Entrepreneurial Spirit.*

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INTRODUCTION

The success of the education system can be seen in the ability of graduates to be ready to face the world of work. A good education system must be able to provide provisions for its graduates to provide life skills to students (Worku, 2023). Life skills education orients students to have the basic abilities and capital to be able to live independently and survive in society (Mykolenko et al., 2021). The concept of life skills in education is actually something familiar, and previously, there was the concept of a competency-based curriculum with the goal that students can have the skills needed by society (Lyons et al., 2021). To adopt life skills into the education curriculum, it must be adapted to the conditions of the area where the education is carried out (Gordon, 2022).

In the life skills learning process, biodiversity, social culture and the environment can foster self-awareness skills in students (Smith & Pearson, 2022). The application of learning based on local excellence can be used as an effort to bridge learning in madrasas with real life or the world of work (Samrotussa'adah et al., 2022). Life skills are abilities that are needed throughout life: the ability to communicate effectively, the ability to work together, having the ability to work, having character, and analytical and logical ways of thinking (Rojak et al., 2022). Life skills abilities are very broad, including communication skills, decision-making skills, time and resource management skills, and planning skills (Purwanti, 2019).

Life skills education is a formula that can be applied to facilitate and develop all forms of student potential during the learning process in class (Pramandita et al., 2021). Life skills education is a form of education to improve a person's skills to overcome various demands and challenges of daily life (Patabang et al., 2023).

In the province of Central Kalimantan, in particular, the management of life skills learning is carried out at Madrasah Aliyah (MA) Plus Skills based on the provisions of MA Plus Skills and the guidelines of Minister of Religion Decree Number 184 of 2019 concerning Guidelines for Curriculum Implementation in Madrasas as well as improving the quality, competitiveness and relevance of MA Plus Skills graduates with World of Work (Business World/Industrial World), the Directorate General of Islamic Education, Ministry of Religion of the Republic of Indonesia has issued Decree of the Director General of Islamic Education Number 2851 of 2020 concerning the Determination of Madrasah Aliyah Plus Skills in 2020

Based on the Decree (SK) of the Director General of Education Number 2851 concerning the Determination of Madrasah Aliyah (MA) Plus Skills in 2020 in Central Kalimantan Province, there are 9 MAs designated as MA plus Skills, namely: 1) MAN Palangka Raya City, 2) MAN East Kotawaringin, 3) MA AL Fajar Kotawaringin Timur, 4) MAN South Barito, 5) MAN North Barito, 6) MAN Kapuas, 7) MA Nurul Iman Kapuas, 8) MAN 1 Pulang Pisau, and 9) MAN Al Amin Kapuas.

Various efforts to foster an entrepreneurial spirit, one of which can be done through learning life skills (Munajat, 2020), according to (Nadhiroh & Anshori, 2023). Life Skills learning needs to be carried out to foster an entrepreneurial spirit with the aim of providing life skills to students. The application of life skills in entrepreneurship learning must be developed continuously (Mulyono et al., 2020). Various problems faced in life skills learning management in fostering students' entrepreneurial spirit include the results of research by (Malaikosa et al., 2021), which found that, in general, the entrepreneurial spirit of Indonesian society still needs to improve. The reality shows that, from a social dimension, for example, our younger generation is generally more interested in becoming employees than trying to open their own businesses (Karimi & Valizadeh, 2020).

Based on the results of preliminary studies conducted at MAN 1 Pulang Pisau and MAN Kapuas, which are Madrasah Aliyah plus skills, however, the existence of skills programs implemented at these two MANs has not been able to foster the entrepreneurial spirit of students fully. Apart from that, life skills learning has yet to be used as the main learning. The limitations of life skills learning have not been supported by the availability of competent instructors, learning resources and assessment systems that have yet to be implemented consistently.

Life skills learning organized by MAN Plus Skills, such as that carried out by MAN Kapuas and MAN 1 Pulang Pisau, is expected to provide skills for students when they have completed their education at the Madrasah Aliyah level. In order for the life skills learning objectives to be achieved in the life skills learning design, a management approach is needed in life skills learning (Hussain, 2022). For this reason, it is necessary to know about learning management, which can be used as a reference for educational institutions (Aini, 2021). *Management* is a way for people to organize or manage. It can help deal with problems of time and relationships with other people when they arise in the organization in order to create a better future (Guo & Asmawi, 2023). The importance of management in learning is a reciprocal relationship between teachers and students during learning (DeJaeghere, 2022).

The entrepreneurial spirit is expected to grow and needs to be fostered in line with the MAN Plus program. Skills include an entrepreneurial spirit, including general life skills, which are divided into (a) personal skills consisting of self-awareness and thinking skills, (b) skills in social life consisting of communication skills and cooperation skills.

Madrasah Aliyah Plus Skills prepared by the Ministry of Religion to prepare student competencies in the digital era 5.0. This development was discussed together in the Seminar on Revitalizing MA Plus Skills in the Era of Digital Technology 5.0. Education is a strategic and systematic instrument in an effort to improve the quality and competitiveness of the nation (Fajriah et al., 2021). One of the national development priorities in the field of education is the relevance of education to skills needs in the world of work (Kumar & Pradad, 2023).

In this context, educational units are required to have relevance (link and match) with practical needs in the era of modernization, especially madrasas, which are often claimed only to be oriented towards the needs of the ukhrowi (Sari et al., 2023).

Through skills education, madrasah students are expected to have the entrepreneurial insight and vocational competencies needed to develop survival in a much more complex and competitive future (Sunarto et al., 2023). This is also in line with the Ministry of Religion's commitment to developing vocational education in madrasas in the form of Madrasah Aliyah Plus Skills. So far, there have been various efforts to develop life skills learning in order to foster students' entrepreneurial spirit, especially at MAN, which organizes skills plus programs through intra- and extra-curricular learning activities, but this has not yet touched on the development of students' entrepreneurial spirit.

Various obstacles still exist in carrying out each process of the MA Plus Skills program. However, these problems can be used as an effort to carry out continuous evaluation studies in order to create continuous improvement (Yildiriml & Çetin, 2022). Based on direct interviews, there are still weaknesses in MA Plus Skills under the guidance of the Regional Office of the Ministry of Religion of Central Kalimantan Province, including in terms of governance, which includes planning that is not well coordinated, implementation of learning which is still faced with limited infrastructure, funds and learning resources. , instructor, and life skills learning assessment model.

Based on these problems, this research aims to analyze information on planning, organizing, implementing, and evaluating obstacles, solutions and the impact of life skills learning management in fostering the entrepreneurial spirit of students at MAN 1 Pulang Pisau and MAN Kapuas.

METHODS

This research approach uses a qualitative case study approach to reveal life skills learning management in fostering the entrepreneurial spirit of MAN 1 Pulang Pisau and MAN Kapuas students where the data that will be revealed and reported includes planning, organizing, implementing, assessing, obstacles and solutions for life skills learning management in fostering the entrepreneurial spirit of students at MAN 1 Pulang Pisau and MAN Kapuas.

This research was carried out at MAN 1 Pulang Pisau and MAN Kapuas, Central Kalimantan Province. The choice of research locations because both have State Madrasah status and have high interest in their area, is also based on the determination of MA plus skills based on the Decree of the Director General of Education Number 2851 concerning the Determination of Madrasah Aliyah Plus Skills in 2020. The key information in this research is:

1. Madrasah supervisor at the Office of the Ministry of Religion for Pulang Pisau and Kapuas Districts.

2. Head of MAN 1 Pulang Pisau and MAN Kapuas.
3. Deputy Head of Curriculum for MAN 1 Pulang Pisau and MAN Kapuas
4. Skills subject teacher for MAN 1 Pulang Pisau and MAN Kapuas

The data collection process was carried out using observation, interview and document study techniques. The interview technique used in this research was carried out on: 1) Madrasah Supervisors at the Pulang Pisau and Kapuas Ministry of Religion Offices; 2) Head of MAN 1 Pulang Pisau and Head of MAN Kapuas; 3) Deputy head of Madrasah for Curriculum Division of MAN 1 Pulang Pisau and MAN Kapuas; and 4) The teacher council of MAN 1 Pulang Pisau and MAN Kapuas and students at MAN 1 Pulang Pisau and MAN Kapuas. The information that researchers will extract from participants is life skills learning management in fostering the entrepreneurial spirit of students at MAN 1 Pulang Pisau and MAN Kapuas including: 1). Planning, 2). Organizing, 3). Implementation, 4). Evaluation 5). Constraints, 6). Solution, and 7). The impact of life skills learning management in fostering the entrepreneurial spirit of students at MAN 1 Pulang Pisau and MAN Kapuas.

The objects of observation in this research were MAN 1 Pulang Pisau and MAN Kapuas. Observations made during active learning activities in the MAN 1 Pulang Pisau and MAN Kapuas environments. The objects of observation that researchers carried out in this research include: 1) Research location; 2) situation of life skills learning activities; 3) Practice skills activities in workshops; 4) Use of media and life skills learning methods in workshops; 5) Observation of supporting facilities for life skills learning; and 6) Madrasah support capacity in learning life skills.

Document studies required in the research include

1. Profile of MAN 1 Pulang Pisau and MAN Kapuas;
2. MAN vision and mission documents, goals and programs;
3. Data on the average score of graduates in the last two years;
4. Life skills program curriculum structure;
5. Data on life skills learning infrastructure;
6. Graduate data for the last two years;
7. Data on graduate absorption at IDUKA for the last two years;
8. SK and division of tasks for life skills instructors;
9. Decree on cooperation with the government and private parties; and
10. Job descriptions and distribution of life skills learning tasks.

Research instruments are tools chosen and used by researchers in their collecting activities so that these activities become systematic and made easier by them. Data collection instruments are methods that researchers can use to collect data. Instruments as tools in using data collection methods are tools that can be realized in objects, for example, questionnaires, test equipment, interview guides, observation guides and scales.

Table 1. Research instruments

No	Research purposes	Research Indicators	Data source	Research Techniques		
				W	O	SD
1	Planning	a. Silabus b. Learning Implementation Plan (RPP) c. Basic Competencies (KD) d. Core Competencies (KI) e. Annual program f. Semester Program g. Analysis of Learning Materials	a. Madrasah Supervisor of the Ministry of Religion of Kapuas and Pulang Pisau Regency b. MAN Head c. Deputy Head of Curriculum d. Master of Skills	√	-	√
2	Organizing	a. Formation of learning concepts b. Interpretation of learning c. Learning principles	a. Madrasah Supervisor, Ministry of Religion b. MAN Head c. Deputy Head of Curriculum d. Teacher Mapell Skills	√	-	√
3	Implementation	a. Opening Activities b. Introduction c. Core activities d. Closing activities	a. Madrasah Supervisor, Ministry of Religion b. MAN Head c. Deputy Head of Curriculum Division d. Skills Subject Teacher	√	√	√
4	Evaluation	a. Daily Assessment (PH) b. UTS c. UAS d. Work method e. Discussion results	a. Madrasah Supervisor, Ministry of Religion b. MAN Head c. Deputy Head of Curriculum d. Skills Subject Teacher	√	√	√
5	Constraint	a. Educator resources b. Financing c. Infrastructure	a. Madrasah Supervisor, Ministry of Religion b. MAN Head c. Deputy Head of Curriculum d. Skills Subject Teacher	√	√	√
6	Solution	a. Educator resources b. Financing c. Infrastructure	a. Madrasah Supervisor, Ministry of Religion b. MAN Head c. Deputy Head of Curriculum d. Skills Subject Teacher			
7	Impact	a. Learning achievement	a. Madrasah Supervisor, Ministry			

		b. Learning outcomes	of Religion b. MAN Head c. Deputy Head of Curriculum d. Skills Subject Teacher			
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Note: (W) Interview, (O) Observation, (SD) Documentation Study

This research was carried out at MAN 1 Pulang Pisau and MAN Kapuas, Central Kalimantan Province. The selection of research locations because both have state status and have high demand in their regions, is also based on the determination of MA plus skills based on the Decree of the Director General of Education Number 2851 concerning the Determination of Madrasah Aliyah Plus Skills in 2020.

The selection of subjects was carried out using a purposive sampling technique, which was based on the researcher's considerations, including knowledge and understanding of life skills learning management issues in fostering the entrepreneurial spirit of students at MAN 1 Pulang Pisau and MAN Kapuas. The research subjects designated as key information in this research are:

1. Madrasah supervisor at the Office of the Ministry of Religion for Pulang Pisau and Kapuas Districts.
2. Head of MAN 1 Pulang Pisau and MAN Kapuas
3. Deputy Head of Curriculum for MAN 1 Pulang Pisau and MAN Kapuas
4. Skills Subject Teacher MAN 1 Pulang Pisau and MAN Kapuas

The stages of research so that it runs well and optimally are as follows:

1. Preparation phase

The research preparation stage is the first step in research. What is done is to determine the problem to be researched, the research object or target and the research location and then form it into a research title. After determining the research title, the next stage is preliminary research. This stage aims to find out a general picture of the problem or situation of the research location, whether it is in accordance with the research focus or not. At this stage, preliminary research was carried out with MAN 1 Pulang Pisau and MAN Kapuas by introducing the identity, as well as explaining the author's aims and objectives in coming to the madrasa. After the researcher got a general picture of the condition of life skills learning management problems in fostering the entrepreneurial spirit of MAN 1 Pulang Pisau and MAN Kapuas students, the writer then proposed a research design consisting of a research title, research background, problem formulation, research objectives, benefits of research methods and research approach, location and research subjects as well as techniques in data collection and data analysis. After that, the author takes care of the research permit from both the campus and the research permit that is the object of the research.

2. Implementation stage

In the research implementation stage, the author looked for everything that could be used as information from the research subjects at the research location as had been designed. The information obtained is then analyzed and processed according to the focus of the problem so that a conclusion is obtained. The steps taken in this research are as follows:

- a. Determine the respondents who will be interviewed.
- b. Hold interviews with respondents according to the agreement.
- c. Conduct documentation studies.
- d. Review the literature
- e. Data processing and data analysis

RESULTS AND DISCUSSION

Life skills learning planning in fostering the entrepreneurial spirit of MAN 1 Pulang Pisau

Based on interviews and document studies, the learning syllabus refers to and refers to the national syllabus. Designed by mapping competency standards and basic competencies, selecting and determining learning materials that are in accordance with basic competencies and designing learning activities. Teachers design learning plans by mapping competency standards and basic competencies, selecting and determining learning materials that are in accordance with basic competencies and designing lesson plans for life skills learning activities. MAN's life skills learning syllabus also refers to empowering and utilizing local potential as optimally as possible and providing opportunities and flexibility for schools in choosing and implementing skills learning. Activities carried out by teachers in reviewing the life skills syllabus include identifying the main learning materials to support the achievement of basic competencies by considering student potential, relevance to regional characteristics, and level of physical, intellectual, emotional, social and spiritual development of students, benefits for students, scientific structure, topicality, depth and breadth of learning material, relevance to student needs and environmental demands. The results of observations and document studies also found that not all life skills subjects are available. The existing syllabus partly refers to life skills subjects from other Madrasah Aliyah, which have similar life skills learning.

- a. Organizing life skills learning to foster the entrepreneurial spirit of MAN 1 Pulang Pisau

Organizing learning, in particular, is a very important phase in learning design. The teacher will make topics in a field of study more meaningful for students. Based on interviews and document studies, developing an entrepreneurial spirit must lead to four important principles, namely: (1) Learning to know, students learn to know or understand entrepreneurship. This principle is conditioned so that students actively find out and create great curiosity about entrepreneurship; (2) Learning to do, students learn to do

entrepreneurship; (3) Learning to be, Students learn to practice entrepreneurial activities. Entrepreneurial practice activities at school are intended so that students have initial experience in entrepreneurship and (4) Learn to live together.

b. Implementation of life skills learning in fostering the entrepreneurial spirit of MAN 1 Pulang Pisau

Implementation of learning is an activity that has educational value, coloring the interactions that occur between teachers and students. The interaction has educational value because the learning implementation is directed toward achieving certain goals that have been formulated before the learning implementation begins. Open learning activities by providing apperception about life in the world of work, projecting and demonstrating to all students. In opening the lesson, the teacher carries out learning based on the applicable rules and curriculum, which are attached to the lesson hours. Carrying out the opening activity, the teacher creates an environment with opening greetings and prayers. The teacher asks questions to the students, answers several questions about the subject matter to be taught, and then The teacher connects the material that students already have with new material or competencies.

c. Evaluation of life skills learning in fostering the entrepreneurial spirit of MAN 1 Pulang Pisau

Specific findings in the evaluation aspect of life skills learning in fostering students' entrepreneurial spirit are focused on (1) Daily tests on life skills learning are intended to measure the level of success of students in achieving goals after the teaching process is carried out, which is managed by the life skills teacher concerned. Therefore, it is the teacher who knows best what students are learning so that he or she is able to take daily tests correctly. Carried out with projects and demonstrations. (2) Mid-Semester Examination (UTS), the teacher gives written and practical assignments by selecting one piece of work to create and present to measure the extent of learning achievements as well as odd mid-semester assessments. Find out whether the material that the teacher has provided for each subject during the half semester in teaching and learning activities has been well understood or not. (3) The Final School Examination (UAS) is a form of assessment carried out to evaluate the learning carried out by teachers and students during one semester by providing written and practical assignments. For life skills learning, UAS is carried out with a combination of written exams and practical exams. (4) Performance is an assessment carried out by observing students' activities in carrying out a job. Show students' work in learning life skills by demonstrating the tasks given. Performance assessment is to find out what students know and what students have done. (5) Even though most teachers' skills are not linear with the subjects taught, teachers always discuss things to the point where feedback is often obtained, which is then made improvements in the next practice. The results of discussions between teachers in skills

subjects lead to providing feedback according to students' competencies and future needs, which produces ideas for entrepreneurship.

d. Obstacles in learning life skills in cultivating the entrepreneurial spirit of MAN 1 Pulang Pisau

The constraint on educational resources in managing life skills learning in cultivating students' entrepreneurial spirit is the need for more motivation to work. In the learning and teaching process, there are still obstacles experienced by several teachers, including (1) In terms of financing for learning, the budget that the madrasah wants still needs to be increased. Acceptance of learning fees at MAN is determined by the amount of fees received by the madrasah from each funding source. Sources of funding at MAN generally come from the government, community, students' parents and other sources. Most of the receipts or income from education costs at MAN have come from students' parents. (2) The most basic obstacle is the need for more practical tools available in madrasahs. Lack of owned equipment and infrastructure. Learning life skills requires infrastructure to support learning activities. Strengthening facilities and infrastructure in learning life skills is one of the factors that influence the education and learning process. Facilities and infrastructure are important parts that must be carefully considered and prepared to ensure the smooth running of life skills education and learning at any time. Without good facilities, it is difficult for schools to achieve competent results.

e. Life skills learning solutions in fostering the entrepreneurial spirit of MAN 1 Pulang Pisau

In life skills learning management in cultivating students' entrepreneurial spirit, solutions are in improving the use of existing and available resources and infrastructure, as well as completing infrastructure and materials so that students have more opportunities to try making the latest designs. The availability of competent and professional educators really determines the quality of learning management in skills programs. Their interaction with students is the main indicator that determines the quality of learning services. Apart from that, increasing the competency of life skills learning educational staff requires forming a Life Skills Learning Subject Teacher Conference (MGMP) to serve as a means of sharing experiences, establishing communication and improving life skills learning. Regarding the availability of facilities and infrastructure, in the implementation of skills programs at MAN, several deficiencies must be immediately filled, namely less representative study room equipment, and utilizing available facilities and infrastructure by taking into account students' priorities and competencies..

f. The impact of life skills learning in fostering the entrepreneurial spirit of MAN 1 Pulang Pisau

The impact of learning life skills increases students' abilities in learning skills competencies to be able to enter directly into the world of entrepreneurship. The existence of these changes can be assessed by life skills learning teachers in the learning achievements produced by

students regarding questions, problems or assignments given by the teacher. Through learning achievements, students can find out the progress they have made in learning. Provides views about entrepreneurship and the opportunities that can be obtained. Growing students' level of ability for entrepreneurship. The positive impact on students can be felt.

Life Skills Learning Planning in Fostering the Entrepreneurial Spirit of MAN Kapuas

Based on the results of interviews and document studies, it is known that MAN Kapuas has a skills-learning syllabus. The syllabus is adapted to the curriculum, and teachers design it according to their respective subjects independently and through discussions between skills teachers. The design of the syllabus for life skills subjects is intended so that the skills aspects can be implemented to achieve achievement targets in accordance with the goals and plans of the madrasah. Skills teachers create syllabi by referring to the guidelines for implementing skills programs at Madrasah Aliyah. By paying attention to subject matter skills, teachers create subject syllabi according to the applicable curriculum. The life skills learning syllabus is designed as a learning reference contained in the semester learning plan (RPP). The life skills learning syllabus is designed to direct learning in accordance with the content standards or learning materials to be achieved. Syllabi containing skill subjects, classes, madrasa identity, Basic Competencies and Core Competencies, Competency Achievement Indicators, main material, learning activities, and learning resources. Based on the results of interviews, observations and document studies at MAN Kapuas, the lesson plans for life skills learning were designed and created by subject teachers. The head of the madrasah received and ratified the life skills learning lesson plan made by the skills teachers by paying attention to the learning material outlined in Perdirjenpendis number 1023 of 2016. The skills teachers made the lesson plans based on the syllabus that determines the lesson material. The lesson plans are made independently and sometimes together with other subject teachers. The Deputy Head of the madrasah receives the RPP that is made for inspection, and the head of the madrasah ratifies it as an RPP for learning. The RPP created includes the name of the educational unit, subject, sub-theme, class, subject matter, Time Allocation, learning objectives, basic competencies and indicators of competency achievement, learning materials containing relevant facts, concepts, principles and procedures, and assessments are written in the form of items in accordance with the formulation of competency achievement indicators. Learning methods, learning media, learning resources. Learning steps are carried out through preliminary, core and closing stages, and assessment of learning outcomes.

a. Organizing life skills learning to foster the entrepreneurial spirit of MAN Kapuas

According to the supervisor, the formation of the concept of life skills learning in fostering students' entrepreneurial spirit is in accordance with the concept of life skills education learning, namely helping to guide, train, encourage, shape and develop the learning function, which is carried out by and is the responsibility of educators, namely teachers or trainers so that students can make changes, on him. The concept of forming life skills learning in fostering the entrepreneurial spirit of MAN Kapuas begins with the selection of potential skills subjects with adequate supporting capacity. Next, discussions are held, and concepts are discovered through the selected subjects so that students who graduate from MAN Kapuas have life skills. The students are directed to form groups. Each group is given the task of making a product and marketing it. MAN Kapuas learning life skills in cultivating students' entrepreneurial spirit is interpreted in activities that focus on student's practical abilities. To interpret life skills learning in fostering students' entrepreneurial spirit, teachers gather and hold discussions to hone thinking skills, which include how to dig and find information, how to process information and make decisions intelligently and how problems can be solved wisely and creatively.

b. Implementation of life skills learning in fostering the entrepreneurial spirit of MAN Kapuas

Life skills learning is carried out in core learning activities carried out by skills teachers in the classroom or practice room according to the material, which is guided directly by the teacher to demonstrate. Then, students practice according to the student activity sheet. The teacher directly observes and guides every practice carried out by students. Teachers carry out life skills learning activities in addition to theory, but also more often through practice or skills, by explaining the material orally as well as demonstrating and asking students to practice. Activities for implementing life skills learning at MAN Kapuas include the subjects of Fashion, Catering and Engineering. Computers and Networks. The final activity that teachers often carry out is the skill of giving appreciation to students and providing opportunities for students to ask questions or provide opinions or conclusions in practical class activities, strengthening the importance of lesson material and praying.

c. Evaluation of life skills learning in fostering the entrepreneurial spirit of MAN Kapuas students

Learning evaluation includes measuring and assessing the development of student learning outcomes. In this way, the evaluation is carried out as well as possible so that there are no errors in measuring and assessing the development of student learning outcomes consisting of (1) daily tests of life skills learning in the form of practice during their teaching hours and carried out when one basic competency has been completed to measure the level of achievement of students in mastering practice. (2) Mid-term exams are usually held in the eighth or

ninth week of one semester. The material tested concerns the basic competencies they have completed. (3) Final School Examination (UAS) at MAN Kapuas with scheduling of UAS implementation made by the Examination Committee formed by the Madrasah and involving skills teachers in making questions. (4) Performance in the form of a process from the beginning to the end of practicing the skills that students have. (5) After implementing the practice of teachers holding discussions, teachers obtain results in the form of feedback, which is central to individual development, both personal and professional development.

d. Obstacles to learning life skills in cultivating the entrepreneurial spirit of MAN Kapuas

The obstacles found at MAN Kapuas include that none of the teachers who teach skills subjects are linear as skills teachers. All the teachers who teach skills subjects are taken from general subject teachers so that in the Sympathetic application, it reads as non-linear. Teachers need clarification about managing learning because the teachers who teach skills subjects come from non-skills subject teachers. In terms of obstacles to financing life skills learning management, so far, it still relies on funds from committees originating from students' parents. Meanwhile, in terms of infrastructure constraints in life skills learning management, practical facilities in the form of practice rooms and facilities mixed with study rooms and supporting facilities that have not been updated, there is no workshop building, so there are very few practical tools for life skills learning.

e. Solution of life skills learning in fostering the entrepreneurial spirit of MAN Kapuas

Based on the results of interviews, observations and document studies at MAN Kapuas, the Madrasah Head assigned non-linear teachers who were willing to help and appointed honorary teachers who had competence in the subjects of Fashion, Catering and Multimedia skills. Non-linear teachers strive to increase knowledge and skills independently. Meanwhile, competent teachers are obtained by appointing honorary teachers. The teacher's solution is flexible with independent study, frequent discussions, and looking for relevant teaching materials.

f. The impact of life skills learning in fostering the entrepreneurial spirit of MAN Kapuas

Based on the results of interviews, observations and document studies at MAN Kapuas, it was found that the impact of life skills learning on students' entrepreneurial spirit increased practical abilities and skills as well as students' self-confidence. Every student who graduates is given a skills certificate that can be used to register at work, and there are MAN Kapuas graduates who are accepted to work. High enthusiasm of students in participating in learning.

Life skills learning management planning in fostering the entrepreneurial spirit of students at MAN 1 Pulang Pisau and MAN Kapuas

One effort to improve the quality of education is by carrying out various innovations in educational programs, such as improving the curriculum, improving the quality of educators and education personnel through various types of training, procuring textbooks, improving educational facilities and infrastructure, and improving school management. For this reason, an educational pattern that is deliberately designed to equip students with life skills is needed, which integratively combines generic and specific skills to solve and overcome life problems. Education must be functional and have clear benefits for students so that it is not just a meaningless accumulation of knowledge, and education must be directed towards the lives of students and not stop at mastering learning material. Therefore, education that is oriented towards life skills is an alternative educational reform that has prospects for anticipating future demands. With life skills education, it is hoped to improve the standard of living and dignity of society.

a. Organizing of life skills learning management in fostering the entrepreneurial spirit of students at MAN 1 Pulang Pisau and MAN Kapuas

The organization of life skills learning at MAN refers to the curriculum provisions that apply to the Madrasah Aliyah curriculum. Organizing the madrasa curriculum gives madrasas the freedom to include elements of local potential that can be utilized as a learning context to strengthen programs that are characteristic and superior. Madrasahs can innovate and develop curriculum at the educational unit level according to what is required by organizing the curriculum as stated in the organization of learning that is unique to madrasas.

b. Implementation of life skills learning management in fostering the entrepreneurial spirit of students at MAN 1 Pulang Pisau and MAN Kapuas

Implementation of life skills learning in fostering the entrepreneurial spirit of MAN students, implementation of learning includes activities (1) Preliminary activities, the teacher prepares students psychologically and physically to take part in the learning process, asking questions that link previous knowledge with the material to be studied, explaining learning objectives or competencies basics to be achieved, conveying material coverage and explanation of activity descriptions according to the syllabus. (2) Implementation of core activities is a learning process to achieve basic competencies, which is carried out in an interactive, inspiring, fun, and challenging manner, motivating students to participate actively and providing sufficient space for creativity and independence in accordance with the participants' talents, interests and physical and psychological development educate. (3) Closing activity: The teacher, together with the students, summarizes the lesson, assesses and reflects on the activities

that have been carried out consistently and programmed. Implementing life skills learning provides many benefits to students.

- c. Evaluation of life skills learning management in fostering the entrepreneurial spirit of students at MAN 1 Pulang Pisau and MAN Kapuas

Learning evaluation is an integral part of the learning process. With evaluation activities, teachers will know how far the learning objectives can be achieved. To be able to achieve learning objectives, students carry out learning activities in their ways and abilities. Assessments are carried out by teachers on learning outcomes to measure the level of achievement of students' competencies. They are used as material for preparing progress reports on learning outcomes and improving the learning process. In carrying out evaluations in madrasas, evaluations are generally carried out using UTS and UAS tests, likewise with life skills learning. However, there is something different about assessing life skills learning, where evaluation can be done per learning theme. For example, in learning fashion design, students are assessed per competency.

- d. Obstacles in life skills learning management in fostering the entrepreneurial spirit of MAN 1 Pulang Pisau and MAN Kapuas

Obstacles that can be discussed in learning life skills in fostering the entrepreneurial spirit of MAN students include

- 1). Teachers face obstacles in terms of lack of resources, such as lack of adequate learning equipment and facilities, sufficient textbooks, or practical materials;
- 2). Teachers often have to complete many tasks and responsibilities in a limited time;
- 3). Each student has different abilities and levels of understanding.

This can be an obstacle for teachers in designing and delivering appropriate material for all students in the class; (4) Teachers lack the skills needed to teach, such as the ability to convey material in a way that is easily understood by students or the ability to motivate students; (5) In the digital era, teachers may face challenges in terms of technology, such as a lack of computer skills or limited access to technological devices needed for learning; (6) Students may have difficulty being motivated to learn, this is due to lack of interest in the subject matter, lack of support from parents, or personal problems.

- e. Life skills learning management solution in fostering the entrepreneurial spirit of MAN 1 Pulang Pisau and MAN Kapuas

Of the several obstacles identified that will have an impact on the management of life skills learning in fostering the entrepreneurial spirit of MAN students, solutions that can be mapped out to overcome the obstacles are (1) The existence of training and workshops from the Ministry of Religion and Agencies or related companies that support life skills learning in the hope of being able to improve the skills and abilities of instructors and assistant instructors so that the learning process and skills program practice can be achieved optimally so that

MAN graduate resources can compete. (2) Recommendations for infrastructure to support skills programs at MAN to always pay attention to the maintenance of practical tools so that they can increase the number of practical tools and meet the interests of prospective skills program students. (3) Availability of the latest teaching materials with catalogs, books, and digital-based materials to support practice and improve MAN students' learning skills. (4) For the smooth learning of life skills at MAN, special attention is needed from the central government, regional government, parents of students, or private parties who support.

- f. The impact of life skills learning management in fostering the entrepreneurial spirit of students at MAN 1 Pulang Pisau and MAN Kapuas.

The impact of life skills learning management on MAN students is to foster an entrepreneurial spirit, either in the form of motivation or attitudes and behavior. Entrepreneurial motivation is the main factor in encouraging students to act and carry out business activities. A person will only decide to become an entrepreneur if he has the motivation and encouragement to open a business. Many people are interested in entrepreneurship but only have an interest or desire with a solid drive to become entrepreneurs. As a result, the number of entrepreneurs in Indonesia still needs to grow. Real entrepreneurship is not only in words but in those who can carry out business because the best business is the business carried out.

CONCLUSION

Life skills learning management in cultivating students' entrepreneurial spirit has been carried out based on technical instructions for implementing MA Plus Skills and using applicable management principles. However, it has not been optimal to foster students' entrepreneurial spirit due to various obstacles faced by MAN. This research also found explicitly the management of life skills learning in fostering the entrepreneurial spirit of students at MAN 1 Pulang Pisau and MAN Kapuas (1) Life skills learning planning was carried out by involving various parties such as supervisors, madrasah committees, and teacher councils guided by PMA RI No. 184 In 2019, however, the life skills learning planning carried out by the madrasah has not in principle implemented the learning planning steps thoughtfully. (2) The organization of life skills learning is structured by dividing tasks. The need for organizing the MA curriculum is carried out based on the Madrasah Principal's decision from the results of deliberations regarding teacher workload instructions. However, the organization of life skills learning is not yet structured in a standard way because life skills subjects are still positioned as extra learning activities. (3) life skills learning is implemented using a scheme of preliminary, core, and closing activities. There is a distortion in the implementation of life skills learning, especially regarding the availability of teaching staff/instructors, because life skills learning instructors are taken from

subject teachers who lack teaching hours. (4) Evaluation of life skills learning is carried out normatively, including UTS and UAS assessments, but the results of this evaluation have not been used to examine the entire life skills learning process, which is still hampered by standard evaluation systems, methods, and techniques for assessing entrepreneurial spirit. (5) Constraints: Management of life skills learning has not touched the growth of the entrepreneurial spirit, MAN is still faced with constraints regarding resource specifications for life skills teachers, lack of proportion in the division of work, there are still life skills teachers who teach not according to their expertise as life skills teachers, limited facilities support, financing, and availability of learning resources in the form of capital and others. (6) Solutions to overcome life skills learning management obstacles can be done by structuring life skills learning, focusing more on MAN's local resources, forming a life skills teacher MGMP, and increasing collaborative relationships with local governments and private parties. (7) The impact of life skills learning management in fostering students' entrepreneurial spirit can be seen in students' persistence in participating in life skills learning, even though the growth and development of an entrepreneurial spirit are difficult to measure and assess.

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