

Islamic Values in Life Skills Education: Fostering Global Competence and Moral Integrity

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Abstract: Islamic values-based life skills education plays a crucial role in shaping students' character to be well-prepared for global challenges, particularly in the dynamic modern era. This research aims to explore the integration of Islamic values-based life skills education at SMP IT Sekolah Alam Ar-Royyan and its impact on character development, especially in terms of discipline, responsibility, honesty, and independence. This study uses a qualitative method with a case study approach. This study uses a qualitative method, participatory observation, and documentation from the school principal, teachers, and students. The data analysis technique employed is thematic analysis to identify key patterns and findings. The results indicate that programs such as Daurah Quran, project-based learning, Super Camp, and the Ar-Royyan Trip effectively foster students' life skills aligned with Islamic values, strengthening their morality and integrity in facing global challenges. However, this research has limitations regarding the scope and observation period, suggesting that future studies conduct comparative research in other schools and explore the development of digital skills based on Islamic values in life skills education in the modern era. This study enriches Islamic education literature by integrating Delors' and Brodin's life skills theories with Islamic values, emphasizing a holistic approach. The findings reinforce the concept of *whole child education* in an Islamic context, demonstrating that combining practical skills with moral values fosters a generation that is both competitive and ethically grounded. Practical implication the schools can adopt project-based learning, outdoor activities, and spiritual programs to cultivate life skills and Islamic character. Key implications include 1) Integrated Curriculum, 2) Teacher Training and 3) Community Collaboration. This model prepares students to face global challenges while maintaining strong moral foundations.

Keywords: Life skills; character education; Islamic values; global era.

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INTRODUCTION

In the era of globalization and rapid technological advancements, the challenges faced by students are becoming increasingly complex. Academic ability alone is no longer sufficient to meet the demands of the workforce and everyday life. Students are required to possess life skills, including critical thinking, creativity, adaptability, and collaboration (Lin et al., 2023). These skills are not only useful in the professional world but also in daily social life, such as problem-solving and making the right decisions (Barker Scott & Manning, 2022). Therefore, comprehensive education must include the development of life skills in response to modern demands (Ritonga et al., 2023). In this context, education must prepare the younger generation with relevant skills, not only to compete globally but also to live independently and productively.

Theories about life skills education have been widely discussed by experts. Jacques Delors proposed that there are four main pillars in learning life skills: learning to know, learning to do, learning to be, and learning to live together (Salim, 2023). These pillars are relevant not only to formal education but also non-formal education, covering various aspects of human development. Additionally, Brolin emphasized that life skills are the knowledge and abilities needed to function effectively in everyday life and overcome challenges. This view suggests that life skills are universal and required by everyone, regardless of their background. Previous studies have highlighted the importance of life skills education in equipping students to face future demands.

In the context of Islamic education, the integration of life skills is becoming increasingly important (Ahmadi, 2016). Islamic education faces the challenge of not only shaping a generation with academic competence but also instilling strong moral and spiritual values (Hidayatulloh et al., 2024). This aligns with the goals of Islamic education, which aim to form individuals balanced between worldly and spiritual aspects. Amid the growing global competition, students from Islamic educational institutions need to be equipped with life skills that align with Islamic teachings. This is highly relevant, considering that modern life often requires a balance between technological advancements and humanity. Thus, Islamic education focuses not only on teaching knowledge but also on shaping character and life skills in accordance with religious values.

The integration of life skills education and Islamic values is crucial in shaping students' character in a balanced manner across cognitive, affective, and psychomotor aspects. Islamic values such as honesty, responsibility, empathy, and discipline must be integrated into every aspect of life skills education. Instilling these values is not only done through classroom teaching but also through extracurricular activities and personal development programs. Through this integration, students are expected to excel not only in technical skills but also in using these skills in ways that are aligned with Islamic teachings, contributing positively to society. Therefore, this integration is essential to shaping individuals who are not only competent but also morally upright.

Previous studies related to the integration of life skills education with Islamic values are generally still limited. Some studies highlight the importance of life skills education and moral education separately. For example, Pane et al discuss the importance of life skills in education in general but do not emphasize the aspect of integration with Islamic values (Pane et al., 2023). Conversely, studies that emphasize the importance of instilling Islamic values often neglect the aspect of developing students' life skills. In addition, research by (Rodiyah et al., 2023) in the proceeding International the importance of integrating morality and life skills in religious education. Meanwhile, (Nasheeda et al., 2019) in the Journal of Islamic Studies indicates that students who receive education based on the integration of moral values and life skills are better prepared to face global challenges. Another study by (Julhadi & Ritonga, 2023) in the International Review of Education reveals that Islamic-based education that integrates life skills can produce a generation that excels academically while also being morally sound.

In general, previous research shows that life skills are an essential component of modern education, but the integration of these skills with Islamic values has rarely been discussed in depth. Education that relies solely on one aspect, whether academic or moral, often fails to create a balanced individual. This opens up opportunities for further exploration of how Islamic values can be effectively integrated into life skills education in

Islamic schools, especially in the context of non-formal schools that implement nature-based learning approaches.

The research problem in this article is how the integration of life skills education with the inculcation of Islamic values is applied at SMP IT Alam Ar-Royyan in Padang City. This research aims to explore the approaches used in combining life skills education with Islamic values and to provide insights into effective strategies for developing students' potential holistically in accordance with Islamic teachings.

METHOD

This study employs a qualitative approach with a case study method. The selection of the case study method is deemed appropriate because the primary goal of this research is to explore a phenomenon that has not been previously revealed in the research environment, specifically at Sekolah Alam Ar-Royyan. As stated by Hyett et al., case studies in qualitative research are suitable for understanding phenomena in a particular community, place, or unit, whether on a large or small scale. The population in this study consists of all individuals associated with Sekolah Alam Ar-Royyan, while the research sample was selected through purposive sampling, involving 18 informants chosen based on the researcher's considerations. The informants included foundation administrators, the school principal, educational staff, teachers, students, and parents. The primary instruments used in this study were structured interviews and document analysis, aimed at obtaining deep and comprehensive data about the phenomenon under investigation.

Data collection was carried out using three main methods: observation, interviews, and documentation. Observation was conducted to become familiar with the research environment and gather initial data through direct observation of empirical facts in the field. The researcher adopted the role of an observer as a participant, directly engaging in the observation of phenomena occurring at Sekolah Alam Ar-Royyan. Interviews were used as the primary data collection method with 18 informants selected through purposive sampling. Individual interviews were conducted using structured interviews to obtain clear and focused data. Additionally, documentation, including written documents, photos, videos, and archives related to the school, was collected as supporting data that complemented the results of observations and interviews.

Data analysis in this study followed the three main stages of Miles and Huberman's model: data reduction, data display, and conclusion drawing. In the data reduction stage, the researcher simplified, selected, and focused on data deemed relevant to the research objectives. Unimportant data was discarded, while significant data was organized for easier understanding. After data reduction, the data display was conducted in the form of narratives, tables, and charts, providing a clearer depiction of the observed phenomena. Finally, conclusions were drawn by identifying patterns or relationships in the analyzed data, which were then repeatedly verified to ensure valid and relevant conclusions that align with field conditions.

Data validation in this research was conducted using triangulation, a method that utilizes sources, methods, researchers, and theories to verify the validity of the data obtained. The triangulation technique involved comparing the results of observations and interviews to ensure the consistency of data obtained from various sources. In this study, triangulation was done by comparing information gathered from students, teachers, the principal, and parents. In addition to triangulation, the validity of the data was further strengthened through researcher participation, persistent observation, and peer

debriefing to ensure that the collected data was accurate, reliable, and consistent with field realities.

RESULT AND DISCUSSION

Integration of Life Skills and Islamic Values at SMP IT Sekolah Alam Ar-Royyan

Based on interviews with the school principal and three teachers at SMP IT Sekolah Alam Ar-Royyan, life skills education based on Islamic values is implemented through various activities, including project-based learning, Daurah Quran, Super Camp, and the Ar-Royyan Trip. Project-based learning is one of the main methods for developing students' life skills, particularly in the fields of entrepreneurship and practical skills. As one informant stated, "Project-based learning gives students the opportunity to sharpen life skills relevant to daily needs. We want them to learn not just theory, but also real-world practice" (KS, 2024). This activity teaches students to be more independent, creative, and adaptable to the workforce.



Figure 1. Project-Based Learning Activity

Figure 1 above depicts project-based learning at SMP IT Sekolah Alam Ar-Royyan. This program not only focuses on academic aspects but also integrates Islamic values into every phase. For example, in entrepreneurship projects, students are not only taught how to run a business but are also guided to apply Islamic principles such as honesty, fairness, and ethics in trading. This aligns with research by (Bahansubu et al., 2023), which shows that project-based learning combined with religious education can foster more holistic life skills. Students not only develop practical skills but also grow into individuals with moral integrity. The emphasis on spirituality in life skills development sets the program at SMP IT Sekolah Alam Ar-Royyan apart from other schools that may only focus on the technical aspects of skills. The implementation of this program demonstrates that the integration of Islamic education with life skills development creates a balanced learning environment between the needs of the modern world and religious principles. Findings from (Khasanah et al., 2019) support this, showing that the integration of critical thinking, decision-making skills, and religious values not only enhances students' practical skills but also shapes their character. At SMP IT Sekolah Alam Ar-Royyan, this approach produces students who are not only ready for the workforce but also have a strong moral foundation, which will help them face various challenges in the future.

In addition to entrepreneurship projects, the Daurah Quran program plays an important role in shaping students' spiritual skills, especially for seventh-grade students.

The main focus of this program is to accelerate Quran memorization, where students are taught to manage their time wisely and apply discipline in memorization. One teacher stated that this program not only helps students in spiritual aspects but also in forming more structured life habits, "We have seen significant improvements in discipline after students participated in this program" (K2, 2024). This program reflects the integration of life skills with religious aspects, where spiritual independence becomes one of the key pillars in students' personal development.



Figure 2. Daurah Quran Activity at SMP IT Alam Ar-Royyan

Figure 2 shows the Daurah Quran activity at SMP IT Alam Ar-Royyan. This program emphasizes the importance of time management, discipline, and commitment in memorization, which also reflects the integration of religious education with life skills development. Research by (Khaeruniah et al., 2024) shows that Quran memorization programs can improve students' time management and consistency—two crucial aspects of life skills. Additionally, Daurah Quran helps students build a deeper connection with religious teachings, creating a balance between spiritual and practical skills development that will be beneficial in the future.

The next program is Super Camp. This activity combines outdoor learning and life skills development, such as independence and leadership. Outdoor education is essential in developing students' soft skills. According to (Le et al., 2018), outdoor learning activities can enhance students' problem-solving and teamwork abilities because they are faced with real situations that require collaboration. Super Camp gives students the opportunity to develop leadership skills, especially for ninth-grade students who serve as event organizers. This supports findings by (De Prada et al., 2022), which showed that students involved in leadership roles during collaborative outdoor activities demonstrated better conflict management and decision-making skills that are highly needed in today's global world.



Figure 3. Super Camp Activity

The Super Camp activity in Figure 3 above also fosters students' love for nature and environmental awareness, a crucial aspect of shaping a character that cares about environmental sustainability. Research by (Hnatyuk et al., 2024) shows that nature-based learning can increase students' environmental awareness and encourage them to be more responsible in protecting the environment. Activities like this also train students to adapt to unexpected conditions and make effective use of available resources, a skill relevant to (Correia et al., 2024); (King et al., 2024) research, which found that students participating in outdoor learning programs demonstrated higher levels of adaptability and creativity in facing everyday life challenges.

The final program is the Ar-Royyan Trip, which complements the implementation of life skills with Islamic values at this school. In this program, students spend ten days living in a traditional village, where they are taught skills related to managing local resources and understanding sustainable living, as shown in Figure 4. This program gives students real-life experiences on how religion and local customs can be integrated to create harmony in daily life. The activity also introduces students to the social aspects of society, emphasizing cooperation, empathy, and social responsibility. One informant added, "This experience opens their eyes to the importance of sustainable living and how to work with the surrounding community" (K2, 2024).



Figure 4. Ar-Royyan Trip Activity

Figure 4 illustrates the atmosphere where students learn local resource management skills such as farming, livestock management, and understanding sustainable living values. This program blends practical knowledge with social and religious lessons, teaching students to appreciate nature, utilize resources wisely, and cooperate with the community. (Filho et al., 2024) research found that student involvement in community-based activities like this enhances their social responsibility and ability to understand local community dynamics. Additionally, (Silke et al., 2024) research showed that programs based on traditional life can strengthen life skills such as empathy, cooperation, and independence, which are crucial in shaping students' characters in line with Islamic and local cultural values.

These findings align with previous research showing that life skills education integrated with religious values has a positive impact on students' personality development and independence. A study by (Bahansubu et al., 2023) found that project-based learning programs that combine life skills with Islamic values can enhance students' creativity and ability to face real-world challenges. Additionally, research by (Solikhah & Fatimah, 2024) revealed that the integration of religious education with practical skills promotes the improvement of students' social skills, discipline, and moral responsibility.

Based on the findings above, the implementation of life skills education at SMP IT Sekolah Alam Ar-Royyan reflects a holistic approach that not only emphasizes practical skill development but also spiritual and social aspects. This approach is relevant to the concept of whole child education, where learning not only focuses on academic aspects but also on the emotional, social, and spiritual development of students. This is further supported by a study conducted by (Hidayatulloh et al., 2024) , which states that the integration of religious values into life skills education provides a strong foundation for students to become independent and responsible individuals.

The Relevance of Students' Life Skills in Islamic Education Amidst Global Progress

Global advancements have significantly impacted the education sector, where students are expected not only to possess academic knowledge but also life skills that support their development in the modern world. At SMP IT Sekolah Alam Ar-Royyan, the integration of Islamic education and life skills development offers a comprehensive solution to addressing the challenges of globalization. The school's Islamic values-based education emphasizes a strong moral foundation, equipping students not only with technical skills but also with firm principles to navigate a rapidly changing world. In line with (Saraya et al., 2023); (Hasan & Juhannis, 2024) findings, religion-based education plays a vital role in shaping students' character in the face of globalization, ensuring that the skills they acquire remain aligned with good moral values.

The educational programs at SMP IT Sekolah Alam Ar-Royyan include critical thinking training and decision-making skills, which are integral to students' learning processes. Activities such as managing entrepreneurial projects and engaging in social programs provide students with opportunities to think critically and confront real-world challenges. Through these activities, they learn to plan, take action, and make decisions based on Islamic principles. Research by (Widjaja & Wahyudin, 2023) revealed that integrating character education and critical thinking skills into religion-based learning enhances students' ability to face real-world challenges, especially within the complex and dynamic context of globalization.

Technological advancements and social changes also present challenges in communication skills. In this global era, the ability to communicate effectively is increasingly important, especially in multicultural environments. SMP IT Sekolah Alam Ar-Royyan recognizes this and places special emphasis on the importance of ethical communication in social interactions, grounded in Islamic values. Through community service programs, students learn to communicate with respect and maintain proper etiquette, reflecting Islamic morality. Research indicates that effective communication skills, especially those based on Islamic ethics (Muttaqin & Ali, 2024), help students adapt to an increasingly pluralistic global environment, giving them the ability to appreciate differences and maintain social harmony.

In addition to communication skills, emotional management is also a key focus in life skills education at SMP IT Sekolah Alam Ar-Royyan. Through spiritual activities like the Daurah Quran, students are taught to recognize and manage their emotions, maintain patience, and develop inner calm. This is crucial in dealing with the pressures and stresses of modern life. (Hassan, 2023) found that the integration of spirituality in emotional management helps students become more patient and calm in facing challenges, ultimately having a positive impact on their overall well-being.

Life skills education at SMP IT Sekolah Alam Ar-Royyan also emphasizes the development of responsibility. Students are involved in various activities that require them to take responsibility for their tasks, both academically and socially. This responsibility is taught through entrepreneurial project management, group activities, and community service, where students learn to complete their tasks and maintain commitments. According to (Marwiyah, 2022), the development of responsibility is essential in Islam-based education, as it becomes a valuable asset for students in the future, both in the workplace and in community life, which is full of challenges. Figure 5 below illustrates the impact of life skills implementation on Islamic values for students:

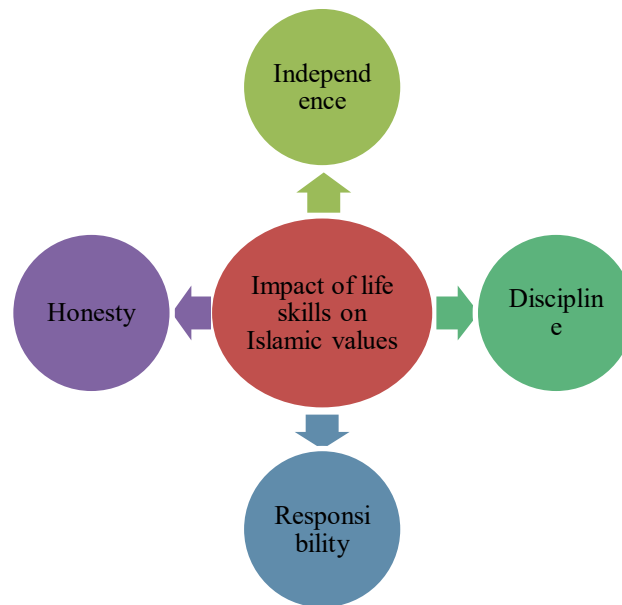


Figure 5. Impact of Life Skills Implementation

Figure 5 emphasizes the integration of life skills with Islamic values for students. The implementation of Islamic values-based life skills education plays an important role in shaping students' character, particularly in terms of discipline, honesty, responsibility, and independence. Through activities such as the Daurah Quran, project-based learning, and Super Camp, students are trained to apply these values in their daily lives. (Nursalim et al., 2023) research shows that the integration of religion-based character education strengthens students' morality, with discipline and honesty as the foundation. Students who learn to take responsibility for their tasks also show significant growth in independence and decision-making, forming individuals with integrity who uphold Islamic principles in their actions.

Islamic values-based life skills education at SMP IT Sekolah Alam Ar-Royyan highlights the importance of character formation and skills relevant to current global development challenges. Amid the rapid progress of modernization, academic ability alone is not sufficient. Students must also be equipped with life skills that prepare them to become adaptive, creative, and ethical individuals. (Drigas et al., 2023) emphasizes that in the era of globalization, education must balance cognitive skills with non-cognitive skills such as empathy, leadership, and social awareness. Islamic values-based education, as implemented at this school, stresses the importance of integrating spirituality with practical skills, enabling students not only to compete in a competitive workforce but also to remain grounded in strong moral principles.

Moreover, the relevance of life skills education in the context of Islam is also reflected in students' ability to navigate life with a strong spiritual foundation amid rapid technological and social changes (Rianawaty et al., 2021; Madelo, 2015; Kozlowski & Ilgen, 2006), argues that education that integrates religious values with life skills development can produce individuals who are not only academically successful but also able to maintain emotional and spiritual balance. Students with environmental awareness and social responsibility, as cultivated through the programs at SMP IT Sekolah Alam Ar-Royyan, are more prepared to face the complexities of the global world because they understand the importance of their role as agents of change who care about their environment and community. This ensures that their development focuses not only on personal achievement but also on broader contributions to society and the world.

CONCLUSION

This study concludes that life skills education based on Islamic values at SMP IT Sekolah Alam Ar-Royyan has a significant impact on students' character development. Activities such as Daurah Quran, project-based learning, Super Camp, and the Ar-Royyan Trip have successfully developed relevant life skills, including discipline, responsibility, honesty, and independence, all in alignment with Islamic principles. These findings are consistent with previous research, which shows that religion-based education can strengthen students' morality while preparing them to face global challenges with strong character and integrity.

However, this study has limitations in terms of data scope and observation duration. Its focus on one school with a limited sample size makes it difficult to generalize the findings to a broader context. Furthermore, the study did not deeply explore the long-term impact of these life skills programs. Future researchers could expand this topic by conducting comparative studies in other schools or further exploring how the development of digital skills and global communication, based on Islamic values, can be integrated into life skills education in the digital era.

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