

**LIFE SKILL LEARNING MANAGEMENT TO GROW THE ENTREPRENEURIAL
SOUL OF MADRASAH ALIYAH STUDENTS PLUS SKILLS IN WEST JAVA
(Case Study at MAN 1 Bandung City and MAN 1 Garut)**

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ABSTRACT

This study aims to describe the application of life skills learning management to foster students' entrepreneurial spirit, which is expected to improve students' life skills. Life skills learning management is implemented at MAN 1 Bandung City and MAN 1 Garut and has an impact on improving the quality of graduates. Based on the results of research conducted using Terry's management function theory, namely Planning, Organizing, Actuating and Controlling (POAC). This research uses qualitative research, field research, data collection through observation, documentation and interviews. Data analysis uses qualitative descriptive analysis. Validity of data using triangulation of sources and techniques.

Research results: data obtained that life skills learning management at MAN 1 Bandung City and MAN 1 Garut in the vocational skills aspect includes: planning, organizing, implementing, supervising/evaluating. From the research results, various deficiencies were found in the planning, implementation and evaluation stages so that the impact of its implementation on improving the quality of graduates. Therefore, three things must be done by the two schools, namely: 1). Optimizing the management functions used, 2). Providing motivation in the form of training, especially to teachers as System users and, 3). The importance of evaluating the effectiveness of the training program implemented includes four levels of evaluation, namely: reaction, learning, behavior and results.

Keywords: Management, Life Skills, Entrepreneurship

INTRODUCTION

Life skills learning is a learning approach specifically designed to develop life skills in students. Life skills include a variety of abilities that help a person to successfully deal with various aspects of daily life. The life skills learning program aims to equip students with skills that involve personal, social and professional aspects. Life skills learning is the process by which individuals acquire and develop the skills necessary to face daily challenges in personal, professional and social life. These skills include communication skills, leadership, teamwork, problem solving, and other emotional and social skills. Life skills learning aims to equip individuals with the abilities needed to be successful and contribute positively to society. This is in line with the Directorate of

Technical Personnel of the Ministry of National Education, (2003:7) defining life skills as "a series of skills and dispositions necessary for an individual to operate well and have an impact on life events.

In 2016, Decree of the Director General of Pendis No. 1023 of 2016, concerning guidelines for implementing the MA plus Skills Program which is included in Cross Interests with a portion of 6 JP. In practice, in the field it is adjusted to the conditions of each MA depending on the clock settings. (implementation varies greatly). MAs who wish to organize a plus skills program at MA are required to submit a proposal for organizing a plus skills program at MA with the provision that the operational costs are independent through the Head of the Regional Education Division of the Provincial Ministry of Religion. Then, in 2016, the Director General of Public Education Decree no. 4924 of 2016 concerning the Determination of MAs administering the Plus Skills Program with a decree, there are around 163 State Aliyah Madrasahs and Private Madrasah Aliyah, in 2020 the Ministry of Religion of the Republic of Indonesia through the Decree of the Director General of Education Number 2851 of 2020 concerning the determination of Madrasah Aliyah Plus Skills with a total of 346. Province West Java has 57 madrasah aliyah plus skills, this number has increased compared to the previous 10 madrasah aliyah plus skills.

The problem faced by Madrasah Aliyah Plus Skills in Indonesia is that there are no adequate facilities and infrastructure for practicum learning buildings. The buildings used are classrooms whose sizes do not meet standards, the practicum tools used are very simple and are not in accordance with the business and industrial world, the practical materials are not yet available. available, skills teachers are not yet professional, many skills teachers teach that do not match their majors and diplomas, the skills program curriculum needs to be revised and developed to suit the demands and developments of the times. This situation is a heavy burden for madrasah heads who have to keep running madrasah aliyah plus skills.

Based on the results of initial assessments in the field, a social situation has been found that can be used as a problem solving model for learning management in developing life skills to foster students' entrepreneurial behavior. The social situation in question is at MAN 1 Bandung City and MAN 1 Garut, West Java Province. These two institutions are institutions that have high enthusiasm for developing and implementing Life Skill Learning Management to foster students' entrepreneurial behavior in improving the quality of their education. This statement is proven by various facts from the two institutions which are both accredited A, this shows success in improving their quality.

Furthermore, observations were carried out by researchers at MAN 1 Garut. This madrasah has developed its curriculum by organizing educational programs that prioritize students' interests and talents according to instructions from the Ministry of Religion. Various superior programs are implemented as a form of commitment from this madrasa to enable students to be successful in their education. The superior programs implemented are bilingual classes, tahfidz classes, and art classes. These programs are not only a differentiating innovation from other schools in the city of Garut and a special attraction for educational customers, but also a form of program harmony.

MAN 1 Garut determines the program based on the madrasah's vision, mission and goals, which essentially equip students as quality individuals who are beneficial to their environment.

METHODS (Garamond, Font Size 12 pt, spacing before 0, after 0)

This research uses descriptive analytical techniques and qualitative research methodology. Sugiyono defines qualitative research as an approach in which researchers play an important role in examining the state of natural objects (Sugiyono, 2009:1). Because the nature of qualitative research is descriptive, this research uses qualitative methods to analyze it. According to Sugiyono (2013:206), descriptive analytics is a strategy that uses data or samples collected as is to describe or present a picture of an object being studied without carrying out analysis to make conclusions that can be generalized. The use of this method is adapted to the research focus, namely describing and analyzing life skills learning management to foster an entrepreneurial spirit in madrasah students (Case Study at MA Negeri 1 Bandung City and MA Negeri 1 Garut). Because this element of the research process is more important than the final product, research findings will be examined and evaluated to provide a clear understanding of the research topic. Every step taken to search for information relevant to the research subject will be scrutinized during this process, with the aim of obtaining more comprehensive, in-depth, reliable and significant data.

Through the study of facts, circumstances, phenomena and factors, case studies attempt to convey the conditions, variables and facts that occurred throughout the research project as they actually happened. More specifically, data about scenarios that occur, attitudes and perspectives that emerge, conflicts between two or more situations, relationships between variables, discrepancies in facts, influences on conditions, and so on will be interpreted and explained in detail by this research.

To maximize efforts to understand the various phenomena that occur, this research will reveal and explain the various meanings of ideas or experiential phenomena based on awareness that occur to many participants organically (under natural conditions).

THEORY DESCRIPTION (Garamond, Font Size 12 pt, spacing before 0, after 0)

Life skills education has a significant role in forming students' entrepreneurial spirit. Through developing specific life skills, students can gain the understanding, attitudes, and skills necessary to become successful entrepreneurs. Life skills education aimed at cultivating students' entrepreneurial spirit not only provides knowledge, but also emphasizes practical experience and the application of business concepts in real life. In this way, students can develop the interests, skills and attitudes needed to succeed in the world of entrepreneurship. Saroni (2012: 45) explains that educational programs that focus on entrepreneurship as an important component in equipping students with abilities are known as entrepreneurship education." According to Minna et al. (2018: 3) entrepreneurship education "helps individuals acquire the skills, information and mindset necessary to meet the goals they set for themselves". Kasmir (2011:21) said that "the ability to create business activities that require continuous creativity and innovation to find something different from what previously existed" is what is meant to be understood by entrepreneurship." Frederick et al. (2007: 29) "A dynamic process of vision, change and creation" is what is meant

by entrepreneurship. This requires effort and enthusiasm in developing and putting into practice new concepts and imaginative improvements.”. Entrepreneurship is defined as "an attitude, soul, noble spirit in a person who is innovative and creative for personal and societal progress" by Daryanto & Cahyono (2013: 6). “The process of creating something new and valuable by devoting the necessary effort and time, bearing the accompanying financial, psychological, and social risks, and receiving monetary rewards as well as personal satisfaction and independence,” is what Hisrich et al. (2010: 6) defines it as entrepreneurship”.

Purwana & Wibowo (2017:30) define educational entrepreneurship as a deliberate and curriculum-driven effort to develop students' entrepreneurial character in the cognitive, affective and psychomotor domains. The aim is to equip students with self-competence which is displayed through innovative, risk-taking and creative behavior. Entrepreneurship education according to Saroni (2012:45) is "an educational program that works on aspects of entrepreneurship as an important part in equipping students with competencies." Entrepreneurship education according to Minna et al. (2018:3), assists individuals in acquiring the abilities, knowledge, and mindset necessary to meet the goals they set for themselves.

Life skills learning management refers to the process of planning, organizing, implementing and evaluating learning activities aimed at developing life skills in students. Basically, life skills learning management includes strategic steps in preparing and implementing learning programs that focus on developing various skills that are essential for everyday life. George R. Terry, 1958 in his book Principles of Management (Sukarna, 2011: 10) divided four basic functions of management, namely Planning, Organizing, Actuating (Implementation) and Controlling (Supervision). These four management functions are abbreviated as POAC.

RESULTS AND DISCUSSIONS

1. Life skills learning planning activities to develop the entrepreneurial spirit of MAN 1 Bandung City and MAN 1 Garut students

Based on research findings at MAN 1 Bandung City, in life skills learning management to foster students' entrepreneurial spirit, planning in the skills program includes:

a. Analysis of the internal and external environment

Through skills elective subjects, madrasahs can find out what desires exist in society and utilize this information to innovate educational planning and learning. This is the aim of the internal and external environmental analysis carried out at MAN 1 Bandung City.

b. Featured Strategy

Madrasahs can use skills optional topics to learn about community needs and use this knowledge to develop their approach to teaching and learning. This is the aim of examining the internal and external environment of MAN 1 Bandung City.

c. Curriculum Formulation

The curriculum framework used by MAN 1 Bandung City is conventional and follows Madrasah Aliyah guidelines in general. Students are also given the opportunity to learn additional skills according to their respective interests.

d. Personnel Planning

By adapting skills programs and extracurricular activities to each student's unique strengths and areas of specialization, MAN 1 Bandung City takes advantage of existing educational resources.

e. Planning of facilities and infrastructure

MAN 1 Bandung City meets all requirements and is considered complete. Has a study room, library, laboratory/workshop room with facilities for physics, chemistry, biology, computers, languages, PAI, IPS, fashion class, computer class P2, TBSM, and arts, media/auditory room, house, greenhouse/green house, sports hall (GOR), and sports fields. Mosque.”

f. Financing Planning;

In financing MAN 1 Bandung City, apart from relying on DIPA MAN from the government, MAN 1 Bandung City also uses funds from the committee.

Furthermore, MAN 1 Garut has 5 skills programs, namely, 1) Automotive Light Vehicle Engineering, 2) Motorcycle Engineering and Business, 3) Power Electronics and Communication Engineering, 4) Fashion Design and 5) Computer and Network Engineering. In planning life skills learning to foster the entrepreneurial spirit of MAN 1 Garut students, planning skills program management includes:

a. Formulation of plans that refer to the madrasah vision and mission;

MAN 1 Garut's vision and mission "Creating a Quality Madrasah that Produces Islamic, Independent and Achievement Graduates" with planning, improving the quality of learning, improving the quality of graduates, improving the quality of management.

b. Preparing human resources

MAN 1 GARUT in improving the standards of instructors and other education personnel by using the following indicators: 1) Increasing the standards of attendance of teachers and education personnel as well as collecting performance data; 2) Optimizing the performance level of cleaning staff in accordance with work performance achievements; 3) Stricter discipline for educators and other staff; 4) Expand the number of instructors and staff who have knowledge in the field of Information, Communication and Technology (ICT/ICT); 5) expand internal, provincial events and curriculum days of the Subject Teacher Conference program (MGMP); 6) Increasing the proportion of master's degree holders among educators.

c. Availability of infrastructure

MAN 1 Garut in improving infrastructure and facilities standards using indicators: Increasing infrastructure and facilities that comply with standards; 2) Expanding KBM Supporting Infrastructure; 3) Building more representative libraries to create a literacy-based society; and 4) Increase the representation of scientific laboratory facilities.

MAN 1 Bandung City and MAN 1 Garut are MAN plus Skills determined by the Ministry with distinctive characteristics. These characteristics include the existence of skills programs that suit students' interests and abilities. This shows the need to prepare students with a capable skills program (Life Skills) in their chosen sector. Life skills development at MAN 1 Bandung City and MAN 1 Garut emphasizes strengthening students' academics and skills, and its implementation is

adapted to the Madrasah environment. Apart from that, MAN 1 Bandung City and MAN 1 Garut are educational institutions that focus on religion and answer the needs of society in order to produce superior students with noble character who are able to contribute to the progress of society.

2. Organizing Life Skills Learning Activities to Foster the Entrepreneurial Spirit of MAN 1 Bandung City and MAN 1 Garut Students

The organization of the skills program is carried out based on the Decree of the Head of Madrasah Aliyah Plus Skills MAN 1 Bandung City regarding the Distribution of Teacher Workload. In organizing the skills program, it is detailed as follows:

- a. The teaching and learning process occurs in classrooms, workshops and other designated workshop spaces.
- b. Teachers prepare their learning (year, semester, and planning theoretical and practical teaching preparation/learning administration).
- c. Applying skills program curriculum into practice.
- d. Learning resources are relevant to the demands of the business and industrial world.
- e. Students and teachers act as facilitators to become the main focus of learning.
- f. Teachers are able to provide one-on-one monitoring and set a good example.
- g. PBM allows for individual demands from each student.
- h. Teachers monitor their students' learning goals.
- i. I. Teachers provide student academic progress reports to administration, students, and parents/guardians (CL.A.B.C.D. Ob and Doc).

The organizational process in implementing learning includes a number of aspects involving various parties. A good organization can ensure that learning takes place efficiently, effectively, and in accordance with educational goals. The following are several organizational elements in implementing MAN Plus Skills 1 Garut learning:

- a. Learning Planning: Curriculum Preparation: Develop a curriculum that is in accordance with educational standards and student needs. Develop lesson plans that include learning objectives, teaching methods, and assessment;
- b. Class Organization: Class division by assigning groups of students into classes that suit learning needs. Determining the Teacher Roster by Arranging the assignment of teachers to certain classes;
- c. Organizing Schedules: Scheduling lessons by determining daily and weekly lesson schedules. Scheduling exams by compiling exam and assessment schedules.
- d. Human Resources: Teacher Placement by placing teachers in subjects or fields that suit their expertise. Teacher Training by providing training to teachers to improve teaching skills and understand the curriculum.
- e. Class Management: Implementation of rules by implementing rules and regulations in the classroom to create a conducive learning environment. Conflict management by handling conflicts between students or between students and teachers;

- f. Educational technology: Technology integration, namely integrating technology in the learning process to improve the quality and attractiveness of learning. Equipment maintenance and renewal is ensuring technological equipment functions properly and is regularly updated;
- g. Evaluation and Reporting: Student assessment by assessing student achievement. Reporting student progress, namely by providing student progress reports to parents or guardians;
- h. Collaboration with Stakeholders: Establishing good communication with students' parents or guardians. Collaboration with the Community: Involving the community in the education and learning process (A).

Organizational Structure of MAN Plus Skills Man 1 Garut and MAN Plus Skills Man 1 Garut Leading and managing school operations; Responsible for school policy and academic achievement. The Deputy Head of the Madrasah supports the Head of the Madrasah in his duties. can focus on a particular area, such as academic or administrative affairs. Administrative/Administrative Staff are responsible for school administration, including finances, personnel, and student registration. Teachers who provide instruction to students. Can be divided based on subjects or level of education. The laboratory assistant is responsible for the cleanliness and tidiness of the laboratory, ensuring that all required equipment and materials are available and functioning properly (Doc).

3. Life skills learning implementation activities to develop the entrepreneurial spirit of students at MAN 1 Bandung City and MAN 1 Garut

Life skills learning to foster the entrepreneurial spirit of MAN 1 Bandung City and MAN 1 Garut students in vocational skills is implemented in the curriculum as an elective subject (Ob).

a. Madrasah Aliyah Negeri 1 Bandung City

Madrasah Aliyah Negeri 1 Bandung City has several vocational life skills which are implemented in the skills program as elective subjects, including:

1) Dressmaking

Various study materials covering implementation or performance related to the demands of household and community life are included in the fashion skills subject. Fashion skills classes should be linked to the real world, such as health, industry, social culture, science and the environment, to foster a sense of awareness and foster local and national pride. The fashion skills subject is a subject held at MAN 1 Bandung City.

The subject of fashion skills is used as an elective subject because it is to develop potential that is adapted and needed by regional potential.

2) Computer and Network Engineering Skills

Computer and network engineering is based on information and communications technology, and addresses algorithmic skills, software operation, computer programming, computer network assembly, and computer assembly. To build and integrate hardware and software, computer and network engineers must also have a strong understanding of electrical engineering and computer science. In this field, students study more than just computer problems. However, students will learn about computer components.

The development of information technology (IT) is so rapid that almost all fields of work cannot be separated from it, starting from agriculture, industry, services and trade, most of which use it to manage and develop their businesses. This is why many people are interested in Computer and Network Engineering Skills. With so many companies using IT, career choices for TKJ graduates are getting wider.

3) Motorcycle Engineering and Business (TBSM)

Motorcycle Engineering and Business is an optional competency program in the Automotive Engineering discipline which focuses on the ability to service two-wheeled motorbike mechanics. Motorcycle Engineering and Business are optional skills courses in the MAN 1 Bandung curriculum.

Motorcycle Business Engineering skills program activities at MAN 1 Bandung are carried out in the form of workshops and training. Students are taught about motorcycle business management, technology and materials used in motorcycle production, as well as marketing and sales strategies. This workshop also provides facilities such as motorbikes and other equipment for students to use during practice. In this case, students are taught about the use of tools and other technologies used in industry.

b. Madrasah Aliyah Negeri 1 Garut

Madrasah Aliyah Negeri 1 Garut has several vocational life skills which are implemented in the skills program as elective subjects, including:

1) Automotive Light Vehicle Engineering

In the Automotive Engineering subject, Light Vehicle Engineering is a skill that concentrates on understanding light vehicle repair services. Students who are proficient in light vehicle engineering are better prepared to operate in the corporate and industrial world providing maintenance and repair services.

The Automotive Light Vehicle Engineering Skills Program at MAN 1 Garut equips students with practical skills in carrying out maintenance, repair and modification of light automotive vehicles.

2) Motorcycle Engineering and Business

Motorcycle Engineering and Business (TBSM) is a mechanical engineering science that focuses on the design, production and development of machine-driven land transportation equipment, especially motorbikes.

. The Motorcycle Engineering and Business Skills Program (TBSM) at MAN 1 Garut combines knowledge elements of mechanics, electricity, electronics, safety and the environment as well as mathematics, physics, chemistry, science and management.

3) Electronics Engineering

The discipline of electrical engineering studies the properties of electrons or what we often call electricity. Students majoring in electrical engineering study related technology as well as the application and use of electricity in everyday life. Electrical engineering covers a wide range of topics, including power generation sources, distribution network systems, and end-user applications.

To make it easier for students, parents and other readers to obtain information about Power Electronics and Communication, a Power Electronics and Communication department program at MAN 1 Garut was developed. Meanwhile, the Department of Power Electronics and Communication Engineering trains students in the field of maintenance and control systems for industrial equipment using "microprocessors" and "electrical control".

4) Dressmaking

Fashion talent continues to provide an excellent opportunity for students to strengthen their garment skills. Therefore, when students enroll in a fashion talent program, they will be given material for that talent.

Students in this curriculum are primarily focused on learning the design and designing phases, which include basic patterns, work processes, and the use of related materials and tools. Fashion industry institutions consistently use technology in their teaching strategies and processes. Students are taught about protocols for using tools and work safety before they enter the practical stage. Students' ability to create clothing according to studies provided by the teaching team is a benchmark for success in the field of fashion design.

Based on observations, this field directs students to be able to produce a variety of decorations in addition to highlighting fashion design talents. The implementation takes the form of providing provisions for students to build a fashion decoration that is made according to their own imagination and can then be connected to the resulting fashion design.

5) Computer and Network Engineering

In recent years, information and communication technology has experienced extraordinary progress. This rapid evolution demands Human Resources who are able to design, operate, maintain and repair computer systems.

MAN 1 Garut's Computer and Network Engineering skills curriculum focuses on computer components, how to assemble computers safely and accurately, computer component configuration, testing assembly results, and operating systems. Students in this field will learn about networks as well as computers. After assembly and installation, children will learn about computer networks and their learning.

4. Life skills learning evaluation activities to develop the entrepreneurial spirit of MAN 1 Bandung City and MAN 1 Garut students

The head of the madrasah carried out the evaluation directly at MAN 1 Bandung City. Usually, the madrasa head carries out supervision under strict conditions and without a set schedule, but he often monitors and supervises the actions of teachers, support staff and students. Because they already have assigned responsibilities, the Deputy Head of Madrasah in each discipline is often given supervision over MAN 1 Bandung City. They then report to the Head of the Madrasah (Ob).

Evaluation in the life skills learning process to foster the entrepreneurial spirit of MAN 1 Garut students can be done in several ways, including: 1) Formative assessment: Teachers can provide continuous input to students regarding skills that need to be improved and provide guidance to improve these skills; 2) Summative assessment: Teachers can provide end-of-semester

or end-of-year assessments to evaluate students' progress in developing entrepreneurial skills; 3) Direct observation: Teachers can observe students as they work on assignments or projects and provide direct feedback; 4) Interviews: Teachers can conduct interviews with students to evaluate their understanding of entrepreneurial skills and how they plan to develop those skills in the future; 5) Portfolio: Students can create portfolios containing the projects they have completed during the learning process, and teachers can evaluate these portfolios to assess students' progress in developing entrepreneurial skills; 6) Practice skills: Teachers can see to what extent the skills students already have.

Evaluation of learning outcomes is carried out by teachers in order to achieve learning objectives, both regarding cognitive, affective and psychomotor aspects. Evaluation of learning outcomes is carried out by MAN 1 Bandung City and MAN 1 Garut teachers by conducting tests at the end of the learning process. To save time, the test is carried out by means of an oral test, namely asking students directly regarding the learning material in accordance with the planned objectives (CL. A. B. C. D. Ob and Doc).

In accordance with the RPP that has been prepared by the teachers of MAN 1 Bandung City and MAN 1 Garut, the evaluation of learning outcomes is carried out

- a. Objective, meaning that the assessment is based on standards and is not influenced by the subjectivity of the assessor.
- b. Integrated, means that assessment by educators is carried out in a planned manner, integrated with learning activities, and continuously.
- c. Economical, means efficient and effective assessment in planning, implementation and reporting.
- d. Transparent, means that assessment procedures, assessment criteria and basis for decision making can be accessed by all parties.

5. Problems faced in life skills learning management to develop the entrepreneurial spirit of students at MAN 1 Bandung City and MAN 1 Garut

Life skills learning management to foster students' entrepreneurial spirit, the author concludes that there are several problems so that implementation is less than optimal. These problems are (CL. A. B. C. D. Ob and Doc):

- a. Lack of Attention to Life Skills: Madrasahs often focus more on religious education and academic curriculum than on developing life skills. This could lead to a lack of entrepreneurial understanding and skills among students.
- b. Inappropriate Curriculum: The curriculum at madrasahs may not include subjects or modules that specifically teach entrepreneurship and life skills. This can make students unprepared to face the world of business and entrepreneurship.
- c. Limited Resources: Madrasahs may face limited resources, such as textbooks, equipment, or teacher training needed to teach life skills effectively.
- d. Lack of Student Engagement: Students may not feel motivated or engaged in learning life skills due to a lack of understanding of its relevance to their future lives.

- e. Lack of Access to Field Practice: Hands-on experience in entrepreneurship and practical skills are often crucial in developing an entrepreneurial spirit. However, students in madrasas may have limited access to these opportunities.
- f. Cultural and Norm Challenges: In some cases, the norms and culture surrounding madrasahs may not encourage or even hinder the development of entrepreneurial skills, especially if the culture prioritizes steady employment over entrepreneurship.

The problems that may be faced in life skills learning management to foster the entrepreneurial spirit of MAN 1 Garut students in the skills of Automotive Light Vehicle Engineering, Motorcycle Engineering and Business, Power Electronics and Communication Engineering, Fashion Design, and Computer and Network Engineering include:

- a. Lack of Financial Resources: Difficulty in accessing sufficient funds to support learning activities, facility maintenance and school development.
- b. Quality of the Teaching Workforce: Challenges in recruiting and retaining high-quality teachers. Lack of training and professional development for teachers.
- c. Lack of Facilities and Infrastructure: Limited or lack of physical facilities, such as adequate classrooms, laboratories, libraries, or sports facilities.
- d. Lack of Educational Technology: Limited access and use of educational technology that can improve the quality of learning.
- e. Lack of Skills and Career Development Programs: Challenges in providing skills and job training programs that are relevant to the needs of the world of work.
- f. Absenteeism and Teacher Turnover Rates: High absenteeism or frequent teacher turnover can affect consistency in the delivery of learning material.
- g. Parental and Community Involvement: Lack of parental and community involvement in supporting school activities and student learning.
- h. Curriculum Problems: Difficulty in designing a curriculum that suits students' needs and keeps up with the latest developments.
- i. Meeting the Needs of Students with Special Needs: Challenges in providing special support and services for students with special educational needs.
- j. Educational Policy Changes: Adapt to educational policy changes that may affect teaching structures and methods.

6. Solutions to problems in life skills learning management to foster the entrepreneurial spirit of MAN 1 Bandung City and MAN 1 Garut students

MAN 1 Garut in overcoming problems in life skills learning management to foster students' entrepreneurial spirit are:

- a. Curriculum Revision: Madrasahs can consider including subjects or modules that teach entrepreneurial skills and life skills. The curriculum should be designed in such a way that it covers aspects such as business planning, financial management, communication, and problem solving.

- b. **Teacher Training:** Teachers in madrasas need to receive appropriate training to teach life skills and entrepreneurship skills effectively. This training may include innovative teaching approaches and strategies to increase student engagement in learning.
- c. **Collaboration with the Business World:** Madrasas can collaborate with local businesses or entrepreneurs in their community. This can provide an opportunity for students to gain hands-on experience in entrepreneurship and understand the business world in more depth.
- d. **Practical Skills Programs:** Madrasas may provide practical skills programs such as technical training, marketing, or project management. This will help students develop skills that they can immediately apply in the business world.
- e. **Encourage Innovation and Creativity:** Madrasas can create an environment that encourages students to innovate and create new business ideas. This could be through support programs for student entrepreneurial projects.
- f. **Measuring Progress:** It is important to measure progress in developing entrepreneurial skills and life skills. Madrasas can use appropriate evaluation metrics to measure students' abilities in this regard.
- g. **Advocacy and Awareness:** Schools and communities can increase awareness about the importance of entrepreneurship and life skills. This can be through seminars, workshops or self-development programs.
- h. **Multidisciplinary Approach:** Integrating life skills and entrepreneurial skills into existing subjects, such as mathematics, languages, and science, can also be effective in developing these skills.
- i. **Educational Technology:** Leveraging educational technology, such as online platforms and learning applications, can help students gain additional access to relevant learning materials and resources.
- j. **Inadequate Evaluation:** If madrasas do not have appropriate evaluation methods to measure progress in developing life skills and entrepreneurship, it will be difficult to assess the effectiveness of the learning program.

MAN 1 Garut in overcoming problems in life skills learning management to foster students' entrepreneurial spirit are:

- a. **Lack of Financial Resources:**
 - 1) **Preparation of Project Proposals:** Prepare detailed project proposals to obtain financial support from donors or government agencies.
 - 2) **Collaboration with External Parties:** Building partnerships with local companies or institutions that can provide financial support.
 - 3) **Diversification of Funding Sources:** Looking for alternative sources of funding, such as fundraising programs, sponsorships, or donations from the local community.
 - 4) **Improved Financial Management:** Ensure efficient and transparent financial management to maximize the use of existing resources.
- b. **Quality of Educators:**

- 1) Increasing Professional Development: Organizing regular training for teachers to improve teaching skills and understanding of the latest methods.
 - 2) Increasing Teacher Welfare: Increasing incentives and facilities for teachers to maintain the quality of teaching staff.
 - 3) Quality Recruitment Program: Develop an attractive recruitment program to attract high quality teachers.
- c. Lack of Facilities and Infrastructure:
- 1) Repair and Construction Projects: Seek funding or external resources for school facility repair and construction projects.
 - 2) Collaboration with Private Parties: Collaborating with private companies or organizations to support the development of school facilities.
- d. Lack of Educational Technology:
- 1) Fundraising for Technology: Conducting fundraising specifically to obtain technology equipment and resources.
 - 2) Technology Use Training: Provide regular training to teachers to increase understanding and use of technology in learning.
- e. of Skills and Career Development Programs:
- 1) Collaboration with Industry: Partner with local companies and industry to design skills programs that suit the needs of the world of work.
 - 2) Establishment of Internship Programs: Organizing internship programs and industrial visits to provide students with practical experience.
 - 3) Teacher Absenteeism and Turnover Rates: Teacher Welfare Programs: Improve welfare programs and facilities for teachers to increase retention and reduce absenteeism rates.
- f. Parental and Community Involvement:
- 1) Parent Communication and Education Program: Involves parents in school decisions and provides regular information about student progress.
 - 2) Community Activities: Organizing community activities and projects involving parents and the local community.
- g. Curriculum Issues:
- 1) Curriculum Development Team: Form a special team to develop and update the curriculum regularly.
 - 2) Consultation with Educational Experts: Involving educational experts or consultants to assist in curriculum design.
- h. Meeting the Needs of Students with Special Needs:
- 1) Special Support Programs: Develop special programs and support that suit the needs of students with special needs.
 - 2) Changes in Education Policy: Policy Monitoring: Actively monitor changes in education policy and adapt quickly as needed.

- i. Participation in Educational Forums: Get involved in educational forums and associations to understand the impact of policies and share experiences with other institutions.

CONCLUSIONS

In general, life skills learning management to foster the entrepreneurial spirit of madrasah aliyah students plus skills in West Java has been carried out in accordance with existing theory, both in the areas of planning, implementation and supervision, although in its implementation it has not fully run optimally according to the expected goals due to limitations, teaching staff, workshop buildings, facilities and infrastructure, practicum tools and materials, operational costs and competency of madrasa heads.

The results of this research can be made specific conclusions, which show that life skills learning management to foster the entrepreneurial spirit of madrasah aliyah plus skills students in West Java is as follows:

- a. Planning for life skills learning to foster the entrepreneurial spirit of madrasah aliyah plus skills students in West Java includes: 1) analysis of the internal and external environment; 2) superior strategy; 3) curriculum formulation; 4) personnel planning; 5) planning of facilities and infrastructure; 6) Financing Planning.

Life skills learning planning is based on the theory of preparation, so the steps for preparing a plan very focused learning. However, it is still not integrated due to lack of support from other teachers.

- b. The organization of life skills learning to foster students' entrepreneurial spirit in the two schools has been carried out by the Madrasah Head as leader and managing school operations; Responsible for school policy and academic achievement. The Deputy Head of the Madrasah supports the Head of the Madrasah in his duties. can focus on a particular area, such as academic or administrative affairs. Administrative/Administrative Staff are responsible for school administration, including finances, personnel, and student registration. Teachers who provide instruction to students.

The organizational process in implementing learning includes a number of aspects involving various parties. A good organization can ensure that learning takes place efficiently, effectively, and in accordance with educational goals.

- c. The implementation of life skills learning to foster the entrepreneurial spirit of students at both schools has been carried out in an integrated manner through various activities in vocational skills including Automotive Engineering, Electronics and Fashion Engineering, Motorcycle Engineering and Business, and Computer and Network Engineering.

The implementation of life skills learning has gone well and according to plan. Learning Implementation (RPP), however, still has not shown any improvement, although it is not optimal because the potential of students is diverse.

- d. Supervision/evaluation of life skills learning to foster students' entrepreneurial spirit is carried out by direct (Direct Control) and indirect (Indirect Control) supervision, in the development of quality improvement through the learning process and students' skills. as well as the positive impact of implementing life skills. Evaluations are carried out to see positive changes in

students, namely by means of formative assessment, summative assessment, direct observation, interviews, portfolios, skills practice.

ADDITIONAL GUIDELINES

In developing this research model, the researchers called it the life skills learning management model. Based on the researchers' efforts to produce a research product relating to life skills learning management to foster the entrepreneurial spirit of Madrasah Aliyah Plus Skills students in West Java. Researchers examine various existing theories, the resulting research products, none of which are exactly the same.

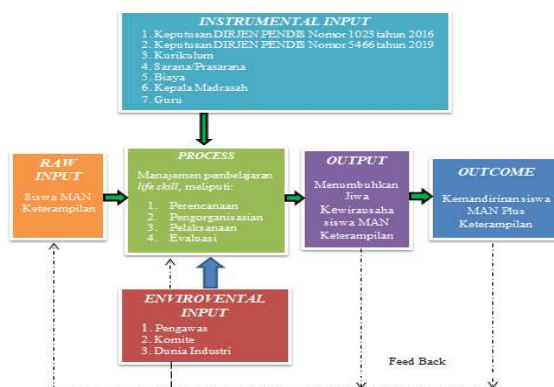
Based on this, the researcher feels grateful and will collaborate in the West Java region so that he can find a research product in the form of life skills learning management in the implementation of management from planning, implementation, and monitoring/evaluation, based on students' interests in developing talents by holding skills programs at Madrasah Aliyah so that their motivation to study for three years.

The problem of life skills learning management is a problem that continues to develop both in terms of planning, organizing, implementing and evaluating. This problem occurs because the implementation of PMA 184 of 2019 has not been optimal, the implementation of the curriculum has not been optimal, the infrastructure has not been adequate, the costs have not been adequate, the leadership of the madarasah head has not been optimal and the educators and education staff have not been optimal. This also happens because the involvement of madrasah supervisors, madarasah committees, the business world and the industrial world is not yet optimal. This creates an entrepreneurial spirit among MAN Plus students whose skills do not match expectations, ultimately having a negative impact on the independence of MAN Plus students, whose skills do not match expectations.

In an effort to make it clearer so that it is easier to understand, the researcher tries to describe the product of this research in the framework of an analysis of alternative ideas from Life Skill Learning Management for Fostering Students' Entrepreneurial Spirit as follows:

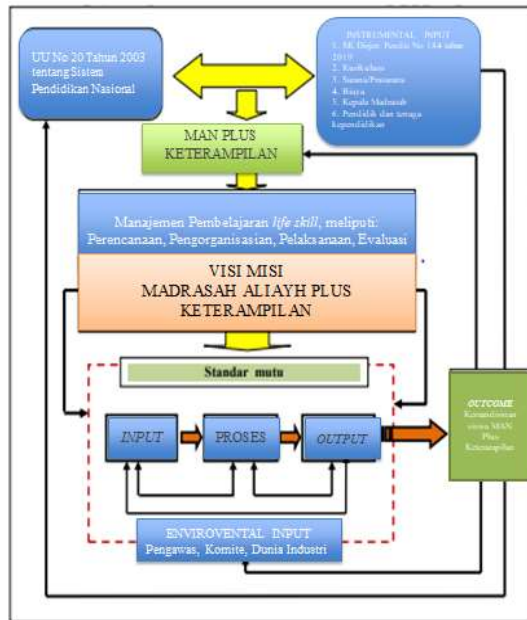
Model Penelitian

Manajemen Pembelajaran Life Skill Untuk Membina Jiwa Kewirausahaan Siswa



MODEL HIPOTETIK MPLS MODE

(Model Sistem Manajemen Pembelajaran Life Skill Untuk Membina Jiwa Kewirausahaan Siswa)



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