

EFFORTS TO PREPARE STUDENTS' RELIGIOUS LEADERSHIP THROUGH THE RELIGIOUS LIFE SKILLS DEVELOPMENT PROGRAM FOR CLASS XII STUDENTS AT MADRASA ALIYAH NEGERI 2 PAMEKASAN

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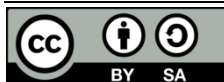
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Abstract

Life skills development for students is one of the important aspects in education, especially in shaping religious leadership. This is based on the need to produce young people who must also have leadership skills based on religious values. This article aims to find out the application of religious life skills coaching program implemented in Madrasah Aliyah Negeri 2 Pamekasan as a form of its efforts in preparing the younger generation to have a religious leadership spirit. This research uses qualitative research methods with descriptive research types. The results showed that the application of religious life skills program in Madrasah Aliyah Negeri 2 Pamekasan includes two aspects, namely the guidance of akidah and da'wah, where students are given guidance on how to pray, and tahfidz program specifically for certain students. Another aspect is in the form of religious-based leadership development, students are accustomed to leading a series of religious activities that we often encounter in the community, including leading the preamble, reading yasin, tahlilan, sholawat nabi, and prayer. The advantages of this program are as a provision for students to face life problems, can form good character and morals, increase self-confidence, and increase social awareness. The weaknesses are that the implementation of this activity has the potential to foster boredom for students, it is difficult to measure the effectiveness of the success of this program because the results are more long-term.



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A. INTRODUCTION

Leadership is an important element that every individual needs to possess. In addition, leadership is also among the most important factors in the success of an organization or group, whether in business, religion, politics, social organizations, or education. One way to describe leadership is as the leader's method of motivating, encouraging, and manipulating each member of the group to achieve a particular goal.

In general, leadership refers to the ability and willingness of an individual or group to influence, motivate, affect, guide, lead, affect, influence, and if necessary support other individuals or groups to feel that influence and in turn create something that can help them achieve certain predetermined goals (Sunarso, 2023)

A leader will undoubtedly create a sense of belonging to the environment he leads, by providing support and guidance. This is in line

with the mission of Allah SWT, which is to create humans with the intention of fertilizing the earth, not to destroy the earth as feared by the angels of Allah SWT. This is the word of Allah SWT, as stated below:

وَإِذْ قَالَ رَبُّكَ لِلْمَلَكَةِ إِنِّي جَاعِلٌ فِي الْأَرْضِ خَلِيفَةً قَالُوا أَتَجْعَلُ فِيهَا مَنْ يُفْسِدُ فِيهَا وَيَسْفِكُ الدِّمَاءَ وَنَحْنُ نُسَبِّحُ بِحَمْدِكَ وَنُقَدِّسُ لَكَ قَالَ إِنِّي أَعْلَمُ مَا لَا تَعْلَمُونَ ﴿١٠٠﴾

Meaning: “Remember when your Lord said to the angels: “Behold, I am about to make a caliph on the earth.” They said: “Why do you want to make on the earth one who will make mischief in it and shed blood, while we praise you and sanctify you?” God said: “I know what you do not know.” (RI, 2020)

The above verse explains the creation of humans as leaders (*khalifah*) on earth. In this verse, Allah SWT. tells the angels that he will create humans, which then triggers questions from the angels regarding the potential for damage and bloodshed by humans. Allah SWT. then answers that he knows things that the angels do not know, emphasizing that the wisdom of human creation is beyond their understanding. Humans were appointed as caliphs to carry out His commands and prosper the earth.

In the context of education, schools have a strategic role in preparing the younger generation to become leaders who are not only intellectually competent, but also have a strong religious character based on religious values. An important aspect that can create individuals who are able to lead with integrity, responsibility and contain religious values is through religious leadership.

Religious leadership is a person's ability to lead, guide and influence others based on religious values, principles and teachings. Religious leadership is not only oriented to the ability to lead, but also to the effort to instill religious values that become guidelines in carrying out the role of a leader. This becomes relevant considering the challenges faced by the younger generation today, such as the decline in morality, the influence of global culture that is not in line with religious values and the need for leader figures who have integrity, empathy, and spiritual awareness.

Religious leadership plays an important role in shaping students into the next generation with integrity, character and the ability to make a positive contribution to society. One of the efforts that can be made to instill religious-based leadership is through a religious life skills coaching program. This program will equip students with knowledge, skills, attitudes and professional competencies based on religious values, so that they are able to solve problems in life and can have a positive influence on the surrounding environment. (Karwati, 2024)

A life skills coaching program is a comprehensive behavior change approach that concentrates on developing skills needed for life such as communication, decision making, thinking, managing emotions, assertiveness, building self-esteem, resisting peer pressure, and relationship skills (Sayuti et al., 2023). This coaching is a process of providing guidance, training and learning that aims to develop individual skills in facing the challenges of daily life effectively and independently, life

skills include the ability to manage themselves, interact with others, make decisions, solve problems, and adapt to changes in the social environment.

At this point, the issue of life skills through formal education becomes urgent to discuss due to various rational factors, such as the increase in primary education graduates who do not continue to secondary school and secondary education graduates who do not continue to college. Life skills are closely related to the skills or abilities that people need to be independent in their daily lives. Life skills education is oriented towards the ability and basic capital of students to live independently and survive in their environment (Nur Shaumi, 2015)

The development of religious life skills is also a means to support the formation of students' religious leadership. Through activities such as da'wah training, management of religious activities at school and in the community, and habituation of congregational worship. Students not only learn about religious values, but also internalize them in their daily lives. This process also builds students' confidence to lead and contribute actively in the religious community.

Knowing this, Madrasah Aliyah Negeri 2 Pamekasan implements and implements a religious life skills development program for its students and aims to prepare the younger generation to have leadership skills in the religious field. With this life skill development program, Madrasah Aliyah Negeri 2 Pamekasan is expected to be an educational

institution that prepares alumni who are not just recipients of global information flows, but also able to interact with the community and can benefit the surrounding environment.

To be able to find out how the implementation of this religious life skills coaching program is implemented and whether there are advantages and disadvantages in this coaching program, the authors are interested in conducting more in-depth research and raising a title "Efforts to Prepare Student Religious Leadership Through the Religious Life Skill Development Program for Class XII Students at Madrasah Aliyah Negeri2 Pamekasan".

B. RESEARCH METHOD

The research method used is qualitative research. Qualitative research itself is an approach that has a function to understand and find a central phenomenon. Qualitative research itself is more descriptive. The data collected is in the form of words or pictures, so it does not emphasize numbers. The data collected is then analyzed and described so that the results are easily understood by others. (Sugiono, 2022).

The type of research used in this research is descriptive research. Descriptive research is an effort to process data into something that can be described clearly and precisely with the intention that it can be understood by others. (Leksono, 2013). Descriptive research is a type of research that aims to describe, explain, or describe a phenomenon, situation or event systematically, factually and accurately.

This research is located at Madrasah Aliyah Negeri 2 Pamekasan which is located in Pademawu District, Pamekasan Regency. This research location was chosen because so far, researchers have only found this school in the Pamekasan area that implements a religious Life Skill coaching program for students.

There are two data sources in this research, namely primary data sources and secondary data sources. Primary data sources are data in the form of words (*verbal*) spoken orally, behavior or gestures made by subjects who can be trusted. In this case, the research subjects (*informants*) are those who are related to the variables under study. Secondary data is data obtained from graphic documents, in the form of films, photographs, video recordings, and so on that can reproduce primary data. (Siyoto, 2015).

Data collection technique is a method or method used by researchers in collecting data by using methods. In this study, researchers used several methods, namely: observation, documentation, and interviews. While the data analysis used is data condensation, data presentation and conclusion drawing (Majid, 2017).

C. RESULT AND DISCUSSION

Religious Leadership

Leadership literally comes from the word “pimpin” which means directing, fostering, organizing, guiding, showing, and influencing. In contrast, the term defines leadership as any action taken by an individual or group to coordinate and provide guidance to individuals

or groups within the container concerned to achieve predetermined goals (Mufidah et al., 2023).

Leadership is a process to influence the activities of a person or group of people to achieve goals in a particular situation (Widodo, 2023). Leadership is a form of domination based on personal ability to encourage or invite others to do something based on acceptance by the group, and has special skills that are appropriate for special situations (Cahyadi, 2022).

The Messenger of Allah (SAW) said:

كُلُّكُمْ رَاعٍ وَكُلُّكُمْ مَسْئُولٌ عَنْ رَعِيَّتِهِ فَالْإِمَامُ الَّذِي عَلَى النَّاسِ رَاعٍ وَهُوَ مَسْئُولٌ عَنْ رَعِيَّتِهِ وَالرَّجُلُ رَاعٍ عَلَى أَهْلِ بَيْتِهِ وَهُوَ مَسْئُولٌ عَنْ رَعِيَّتِهِ وَالْمَرْأَةُ رَاعِيَةٌ عَلَى أَهْلِ بَيْتِ زَوْجِهَا وَوَلَدِهِ وَهِيَ مَسْئُولَةٌ عَنْهُمْ وَعَبْدُ الرَّجُلِ رَاعٍ عَلَى مَالِ سَيِّدِهِ وَهُوَ مَسْئُولٌ عَنْهُ إِلَّا فَكُلُّكُمْ رَاعٍ وَكُلُّكُمْ مَسْئُولٌ عَنْ رَعِيَّتِهِ

Meaning: “*Know that each of you is a leader, and each of you will be held accountable for what he leads, the ruler who leads the people will be held accountable for what he leads. Every head of a family is the leader of his family members and he is held accountable for those he leads, and the wife is the leader of the family of her husband's house and also his children. He will be held accountable for them, and one's slave is also the leader of his master's property and will be held accountable for him. Be aware, each of you is responsible for what he leads.*” (HR. Bukhari).

The above hadith explains that everyone born into this world has the potential to be a leader. Under these circumstances, a leader can

lead in a more covert or silent way. By being exemplary in our own leadership, we can set a good example to others.

Religion is the origin of the word “religion” which means belief in God with teachings of devotion to His teachings and obligations related to that obligation. Religious means having or adhering to a religion, or worshipping, obeying a religion, and living a good life according to religion (Fuadi, 2004). Religion is an attribute or activity related to religion, including everything about belief in God and devotion to Him (Syukri et al., 2019).

Religion is a situation that exists in a person who encourages to act in accordance with the level of obedience to religion itself. (Jalaluddin, 2007). More broadly, religion includes activities based on religious values, which guide individual behavior in daily life. Religion can also be interpreted as a way of life that regulates how a person interacts with the environment and performs worship.

From the above definitions of leadership and religion, it can be concluded that religious leadership is a person's ability to lead, direct and influence others in carrying out religious activities based on religious values and teachings, such as worship and other religious ceremonies.

Life Skill

Life skills are often known as the ability to adapt and make positive decisions that enable a person to act effectively in addressing daily needs and challenges. Life skills emphasize the mastery of skills, which enable a person to have

a strong mind and the ability to help a group of adolescents in overcoming the challenges of daily life (Nur Shaumi, 2015).

Life skills are abilities that include mastery of knowledge, skills, and attitudes to interact with each other, which are considered as important factors for independent living (Karwati, 2024). With this ability, a person is expected to recognize himself and explore his potential in life. This includes the ability to set goals, solve problems, and interact with others. In this context, educational institutions have a crucial role in developing life skills for their students through life skills education programs.

Life skills education is a learning process that equips students with the basics of skills and appropriate guidance on life values that are essential and useful for their development. Therefore, life skills must reflect real-life situations in the learning process, so that students can master these skills and be ready to face life in society (Yuliwulandana, 2016).

In order for learners to apply the life skills education program, they also need to be equipped with other supporting knowledge and skills. The scope of life skills that must be met includes: first, daily skills, such as managing personal needs, household finances, environmental awareness, and responsibility as a citizen. Second, personal and social skills, such as understanding one's potential, self-confidence, leadership, tolerance, and empathy. Third, vocational skills, such as job planning, specialized skills training, and mastery of certain competencies. specialized skills will support success (Aimang et al., 2022)

Life skills development has its own objectives and benefits, the objectives of which are: 1) Assisting students in mastering effective communication skills with a variety of appropriate techniques, 2) Encourage the development of attitudes and behaviors that are in line with the demands of today's society and future needs, 3) Increase students' independence through life skills and self-management, 4) Broaden students' horizons and awareness of the various resources available in society, 5) Hone problem-solving skills so that students can make the right decisions, both for the present and the future (Sumantri, 2004).

Based on the definition that has been explained, it can be concluded that the application of life skills aims to improve the quality and relevance of education that focuses on life skills. This is done by equipping students with various life skills, so that they are ready to face future challenges with the necessary knowledge and skills.

The benefits of fostering life skills for students are as capital in facing and resolving life challenges, both as independent and resilient individuals, community members, and citizens. If this is realized, then dependence on available jobs can be reduced, which in turn contributes to a gradual increase in national productivity (Nur Shaumi, 2015).

Life skills can be categorized into four main aspects, namely: 1) Self-recognition skills, also known as personal skills. This aspect includes self-awareness as a creature of God Almighty, as well as the ability to realize and be grateful for the advantages and

disadvantages possessed. 2) Rational thinking skills, which include skills in communicating with empathy and the ability to cooperate with others. 3) Academic skills, which are often referred to as scientific thinking skills. This aspect includes the ability to identify variables, formulate hypotheses, and conduct research. 4) Vocational skills, also known as vocational skills. These skills are related to specific fields of work in society and emphasize the importance of honesty in the world of work (Sumantri, 2004).

The implementation of life skills development in various institutions varies according to the conditions and situation of each school. However, in general, it is still based on similar basic principles. General principles in life skills development, especially those related to education policy in Indonesia, include:

First, it does not change the existing education system. *Second*, it does not have to be done by changing the curriculum, but by adapting and integrating it to be oriented towards the development of life skills. *Third*, ethical, social and religious values can be integrated in the education process. *Fourth*, life skills development is carried out with reference to the Indonesian national curriculum framework. *Fifth*, the potential of the area around the school can be utilized in the implementation of education. *Sixth*, the concept of learning for life and school to work is used as the basis for educational activities in order to establish a relationship between education and the real life of students. *Seventh*, the provision

of education should be directed at helping learners lead a healthy, quality life, have broad insights, and gain access that enables them to fulfill their needs in a decent manner (Yuliwulandana, 2016).

Implementation of the Religious Life Skill Development Program

The religious life skills development program aims to equip students with life skills based on religious values so that they can face all the demands and challenges that will come when they are in the community. This religious life skills development program is implemented in Madrasah Aliyah Negeri 2 Pamekasan. Its implementation includes two aspects, including aspects of faith and morals development, and aspects of religious-based leadership development.

The coaching aspect of creed and morals is in the form of coaching students on the correct prayer procedures, reading the holy verses of the Qur'an at the beginning of learning, daily prayers and sunnah practices. Students are also familiarized with congregational dhuha prayers and congregational fardhu prayers every day. In addition, there is also a tahfidz program, this program includes a superior program in Madrasah Aliyah Negeri 2 Pamekasan, so not all students can take part in this program, because this program is devoted to students who have passed several selection stages and indeed have above-average abilities exceeding other students (Raja'i, 2025).

The guidance of faith and worship itself aims to instill firm faith in each student and form Muslim individuals who have faith, piety and good deeds. With a firm belief and perfect worship, a person can live a balanced life, full of peace and in the pleasure of Allah SWT.

The aspect of religious-based leadership coaching is in the form of habituation of students to lead a series of activities which are often found in the community environment. Students are not only given guidance in the form of material, but there are simulations of activities like those carried out in the community and a series of activities directly led by students. This program is specifically for students who are already in class XII and the implementation of this activity is carried out in the morning. The series of activities consists of preamble, reading the holy verses of the Qur'an, tahlilan, reading the prophet's sholawat, and closed with prayer (Rifa'i, 2025).

Mukadimah is an absorption word from Arabic "*muqaddimah*" which means introduction, introduction, or prologue in a writing, speech, and religious activity. In this case, the preamble is led by one of the students by reciting surat al-fatihah twice or more. Then it is continued with the recitation of the holy verses of the Qur'an in the form of surat yasin which is also led by one of the other students. After that, it is continued with tahlilan.

Tahlilan is a religious tradition in Islam, especially among Muslim communities in the form of joint prayers to pray for the spirits of the dead. The recitation consists of several verses of the Qur'an, tahlil, tasbih, tahmid,

sholawat, and so on (Ramli, 2010). The tahlilan reading was also led by one of the students who was different from before. After that, it was continued with the recitation of sholawat nabi in the form of mahallul qiyam. Mahallul qiyam is part of a series of maulid nabi which is carried out by reading various forms of praise and respect for the Prophet Muhammad. and finally closed with a prayer which is also led by different students from before.

A series of activities are often found among people who are experiencing grief or someone dies, and for the prophet's prayer is a reading that is often read and chanted by Muslims in various religious activities, especially in commemoration of the birth of the Prophet Muhammad SAW. Of the five series of activities, each is led by different students in turn.

This program aims to prepare the younger generation to have the souls of religious leadership through fostering religious life skills by learning to be leaders in a series of religious activities that we often encounter in the community. That way, we as a young generation, especially graduates of Madrasah Aliyah Negeri 2 Pamekasan institutions, can easily adapt and be viewed favorably by the surrounding community (Raja'i, 2025).

Pros and Cons of Life Skill Development

This religious life skills development is very good to be applied and explored by students in educational institutions as a provision to be able to develop life skills in each of them to be able to face life problems in the

future. However, besides that, of course, there are advantages and disadvantages to this life skills coaching program.

The advantages of fostering life skills include: *First*, as a provision for students to be able to face life problems, demands and challenges that exist in the community environment. *Second*, it forms good character and morals. This can help students to have integrity, honesty, discipline, and a sense of responsibility for things that will be faced in the future. *Third*, it increases self-confidence. This can make learners have high self-confidence to face life's problems. *Fourth*, it increases social awareness. It teaches concern for others, tolerance, and can help others in social life. *Fifth*, it helps guide, train, encourage, and develop life skills in learners.

The shortcomings of this life skills coaching include: *First*, the implementation of this activity requires a long time so that it has the potential to foster boredom for students in participating in this activity, so an interesting method is needed to be able to avoid boredom from students. *Second*, it is difficult to measure the effectiveness of the success of this program because the results are more long-term and related to changes in one's attitude and morals (Rifa'i, 2025).

In order to be more effective and efficient, this religious life skills development should be carried out with methods that are relevant, interactive, and in accordance with the times, so that it can be well received by various groups, especially by the younger generation.

D. CONCLUSION

The results showed that the application of the religious life skills program at Madrasah Aliyah Negeri 2 Pamekasan includes two aspects, namely the development of creed and da'wah, and religious-based leadership development. In the aspect of creed and preaching, students are given guidance on how to pray, get used to praying dhuha, praying in congregation and there is a tahfidz program specifically for certain students. While in the aspect of religious leadership, students are given guidance and habituation to lead a series of religious activities that we often encounter in the community, including leading the preamble, reading the holy verses of the Qur'an, tahlilan, sholawat nabi, and getting used to leading prayers. It is intended that they have the provision of religious leadership souls to face all the challenges of life that will come in the community.

The advantages of the religious life skills development program are as provisions and capital for students to face life problems, can form good character and morals, increase self-confidence, and increase social awareness. As for the weaknesses, namely: the implementation of this activity takes a long time so that it has the potential to foster boredom for students, it is difficult to measure the effectiveness of the success of this program because the results are more long-term and related to changes in one's attitude and morals.

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