The Life Skills Education Policy Model in *Pesantren*-Based Schools

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Abstract

This study aims to reconstruct the formulation model of life skills education policy in *Pesantren*-Based School in Indonesia which is viewed from three units of analysis including (1) the basis for policy considerations and (2) the process of policy formulation to policy implementation. This study uses a qualitative approach with a multi-case study design on three *Pesantren*-Based School in Indonesia. Data were collected through in-depth interviews, participant observation, and documentary studies through an interactive model adopted from Miles, Huberman, and Saldana. Data analysis at the condensation stage was assisted by domain, taxonomy, componential, and cultural theme analysis techniques from Spradley. The findings were reconstructed by testing four criteria: credibility, dependability, confirmability, and transferability. The results showed that the model of life skills education policy formulation in *Pesantren*-Based Schools was developed based on the intersection between the legal aspects of government policies, internal characteristics of the organization, and external-global challenges. The formulation model involves 11 steps: (1) Formation of the academic review drafting team on the policy formula, (2) Multi-stakeholder coordination (internal & external), (3) Internal and external environmental analysis, (4) The process of writing an academic study, (5) Policy drafting process, (6) Policy test, (7) Policy revision, (8) 2nd stage policy test, (9) Policy setting, (10), Policy socialization, and (11) Policy implementation. The model found and reconstructed through this research shows that *Pesantren*-Based Schools in Indonesia in fact have an open view to prepare students who are not only religious but also skillful to face external challenges as part of a global society.

Keywords: policy, life skill education, *pesantren*-based school

1. Introduction

Islamic Boarding Schools or better known as "*Pesantren*" in Indonesia are now facing real challenges to equip students with various skills needed to face and solve various life problems. (Rahim, 2016; Saepudin, 2016; Suharmoko, 2018).Initially, the existence of *Pesantren*in Indonesia was a separate institution from formal institutions. But in its development, many schools have established *Pesantren* or vice versa, *Pesantren*have pioneered the establishment of formal schools to meet the demands of the times. This was later known as the *Pesantren*-Based School (Saepudin, 2019). The latest statistics released by the Ministry of Religion show that currently there are approximately 26,974 *Pesantren*in Indonesia with a total number of 4,009,719 students. Of these, 1,444,527 students live in *Pesantren*'s. This shows that *Pesantren*have great potential in contributing to advancing the civilization of the Indonesian nation. The key is the awareness and commitment of *Pesantren*'sto respond to global competency issues. One of its forms is by promoting life skills education for students. Life skills education is important to provide solutions to the basic functions and abilities of individuals. It serves to encourage each individual to meet the needs and demands of today's society and

helps in dealing with life's problems through desired practical behavior(Prajapati et al., 2017).

The history of *Pesantren*'s in Indonesia shows that this adaptability is a driving factor for the continued growth and development of Islamic boarding schools in various periods (Fahruddin, 2020). This ability is demonstrated through the implementation of a modern school system, incorporating non-religious subjects into the curriculum, as well as their dynamic integration with the national education system set by the government(Isbah, 2020; Saifuddin, 2015; Thohir, 2017). However, not all *Pesantren*'s in Indonesia is open to modernity. This is what then divides the form of *Pesantren*'s in Indonesia into two models: Salafiyah (traditional), Khalafiyah (modern). The two were then subdivided into *Pesantren*'s which established formal schools under the Ministry of Education, Culture, Research and Technology, and under the Ministry of Religion, known as Madrasahs (Isbah, 2020). Some maintain their traditional system to focus on deepening Islam through non-formal education. These models, with the dynamics of change and development, cannot be separated from the Kyai (as the highest leader of the *Pesantren*) as the key figure(Suharya et al., 2018). The role of this key figure cannot be separated from the institutional development characteristics of *Pesantren*-based formal schools.

From various studies that have been carried out, Kyai is in fact still a central figure in the development of *Pesantren*-Based Schools in Indonesia, although there is room for aspirations for school principals, teachers, school committees, *pesantren* administrators, and various strategic partners in policy formulation for the development of mutually reinforcing institutions support (Danu, 2018; Nugraha et al., 2021; Saifuddin, 2017; Zahroh, 2019).This means that the formulation and implementation of policies require the collective support and participation of all parties. This is in line with the findings of various studies, that the effectiveness of policies in schools is determined by the involvement of teachers(Jongmans et al., 1998; Saleem et al., 2012), schools administrator(Saleem et al., 2012), and involvement of expert partners (Saleem et al., 2012). Its implementation is supported by smart policy design, inclusive stakeholder engagement, conducive context, and a coherent implementation strategy (Viennet & Pont, 2017). From the perspective of policy theory, this is in line with the five policy determinants, namely:: (a) the political subculture; (b) the role of the person; (c) the nature of the political process; (d) the policy field; and (e) the influence of new information(Hoogerwerf, 1990).Referring to the various reviews above, this research is important to find and reconstruct the ideal life skills education policy formulation model for Islamic boarding schools in Indonesia. Construction to be built Reconstruction researchers in terms of three units of analysis includes: (1) the basis for policy considerations, and (2) policy formulation.

2. Method

This study uses a qualitative approach with a holistic-multiple case study method adopted from Yin (2013). This study takes the case of three *Pesantren*-Based Junior High Schools in Indonesia, namely: SMPI Al-Azhar, SMPN I Ngunut, and SMP Jawahirul Hikmah Besuki in Tulungagung Regency, East Java Province. Data were collected using in-depth interview techniques, participant observation, and documentary studies through an interactive model adopted from Miles, Huberman, and Saldana (Miles et al., 2014)with purposive sampling and snowball sampling approaches. Researchers are fully present to the research field as a key instrument; plays seven functions, namely: (1) setting the focus of research, (2) selecting informants as data sources, (3) collecting data, (4) assessing data quality, (5) analyzing data, (6) interpreting data, and (7) draw conclusions from the findings.

Data analysis was carried out in two stages. In the first stage, data analysis was carried out in each case, the emphasis was on the condensation stage assisted by domain, taxonomy, componential, and cultural themes analysis techniques adopted from Spradley (1979). After all, cases have been analyzed and temporary conclusions drawn, then the second stage of data analysis is carried out. At this stage, the researcher conducted cross-case data analysis with modified induction analysis techniques from Bogdan & Biklen(2007).All findings in each case before being reconstructed as interim findings or cross-case final findings are first tested by four criteria:

credibility (triangulation techniques and sources, member checks, time extension in the field), dependability (through audit trail techniques), confirmability (through audit trails), and transferability (performed by thick description technique and focused group discussion at the time of preparing the research report).

3. Findings

The formulation model for life skills education in *Pesantren*-Based Schools found through this study contains the main building consisting of two parts: (1) Basic considerations of life skills education policy. It contains aspects of government policy, internal needs of the institution regarding organizational characteristics and future orientation, and (2) Life skills education policy formulation. This element relates to the action steps taken by the organization after elaborating the basis for policy considerations.

Basic Considerations for Life Skills Education Policy in *Pesantren*-Based Schools in Indonesia

In this first finding, the basis for policy considerations consists of five components: (1) Government policies on life skills education and the need for the development process to specific skills to keep up with scientific developments, (2) The need for institutions to realize the vision and mission by referring to contextual conditions community, (3) improving the quality of individual learners holistically, (4) changing the direction and strategy of education development, and (5) the basic principles of community curriculum development.

Each component of each consideration is sourced from a formal document. All of them have different positions and interests as the foundation of policy. These basics function as reasoning as well as provide direction in the formulation of policies to be drawn up. Details regarding these findings were tabulated and condensed from the three research cases and further summarized and arranged in Table 1.

Table 1. The Matrix of Life Skills Education Policy Considerations in *Pesantren*-Based Schools in Indonesia.

Components of consideration	Sub-component	Reason for consideration
Government policy	• Law of the Republic of Indonesia Number 20/2003 concerning the National Education System • Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 22/2020 concerning the Strategic Plan of the Ministry of Education and Culture for the Year 2020-2024 • Regulation of the Minister of Religion of the Republic of Indonesia Number 18/2020 concerning the Strategic Plan of the Ministry of Religion for 2020-2024	Legal basis, direction and strategy for national education development
Internal characteristics of the organization	Organizational vision and mission	Changes in direction and strategies for developing internal organizational education that are adaptive to future challenges
Global life skills dynamics in the 21st Century	• UNESCO Working Document; E2030: Education and skills for the 21st century • 21st Century skills:What potential role for theglobal partnership foreducation?: a landscape review by Global Partnership for Education	Changes in the direction and development strategies of global education with a vision for the future
Previous theory and	Philosophical, psychological, sociological,	The basic principles of

research on the scientific and technological foundations foundation for curriculum development	curriculum development oriented to community needs towards future challenges and local wisdom

Formulation of Life Skills Education Policy in *Pesantren*-Based Schools in Indonesia

The formulation of life skills education policies found from three research cases involves 11 stages with the following details:

(1) Formation of the academic review drafting team on the policy formula

This is the most basic step to organize a work team with the division of relevant job descriptions. This formation consists of internal elements: Principals, Teacher Representatives, *Pesantren* Administrator, School Committees. This team is supported by external elements in the form of Strategic Partners and Education Experts. In this case, the Kyai remains the key figure in charge, followed by the relevant Government as an advisor.

(2) Multi-stakeholder coordination (internal & external)

After the formation of the policy formulation work team is formed, the next step is coordination to share tasks and work targets as well as milestones and initial action steps.

(3) Internal and external environmental analysis

The third stage is a manifestation of the initial milestones of a series of policy formulations. The three research cases in this stage have identical analytical techniques, namely using the SWOT approach (Strength, Weakness, Threat, and Opportunity). For the three schools that are the research cases, this mechanism can have the advantage of positioning the organization against the external environment.

(4) The process of writing an academic study

The SWOT output as a result of the analysis of the internal and external environment is further elaborated and configured with various theories and actual research results. This is done as part of the process of preparing an academic paper to provide scientific support for the form of policy to be made.

(5) Policy drafting process

Based on the academic text, the next step is the process of preparing the school's local policy draft. This is accompanied by various derivative regulations to assist implementation in various related work units.

(6) Policy test

After the policy text with various derivative regulations has been made, a quantitative and qualitative-limited policy test is carried out by involving users and expert validation.

(7) Policy revision

The results of the early stages of testing, in fact, provide a lot of notes for improvements that must be made. The review and follow-up involve the entire policy-making team.

(8) 2nd stage policy test

The results of the revision at the next stage are then re-tested on more massive users and work units. The results show that the policies and all derivative regulations that have been made have been aligned and effectively implemented.

(9) Policy settings

To meet the legal standing of policy implementation, the results of the second phase of policy testing will then become the basis for determining and ratifying policies.

(10) Policy socialization

The policies that have been established and approved are then disseminated to all users and work units. This activity is carried out in writing and orally through work meetings and technical guidance.

(11) Policy implementation

The final stage is policy implementation by involving evaluation and supervision in stages according to the characteristics of the organizational structure of each research case.The description of the 11 stages of policy formulation as described above can be modeled in Figure 1.
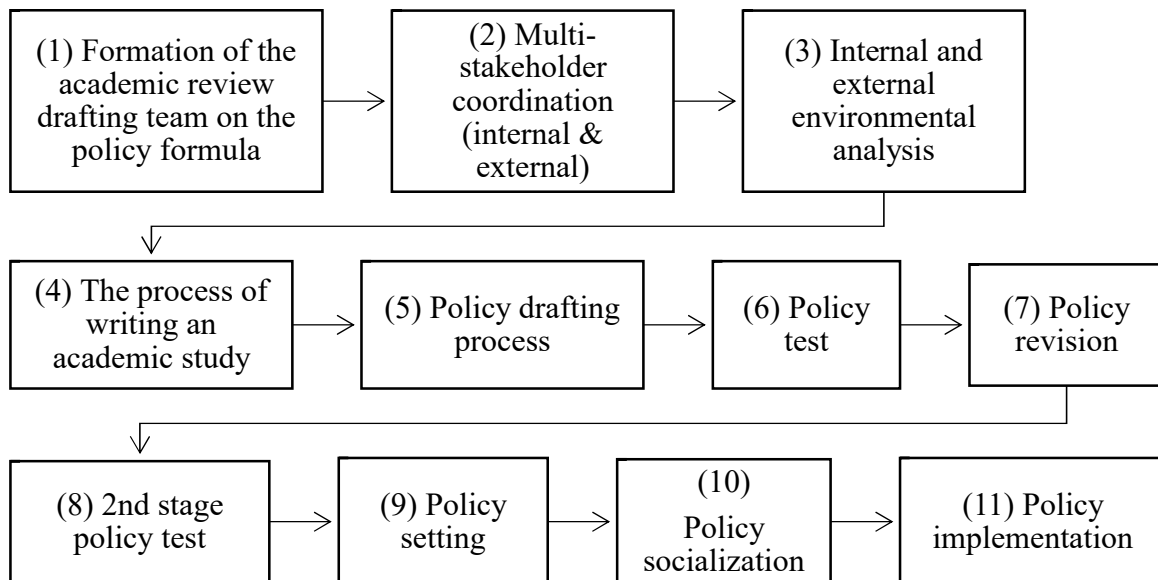
Figure 1. 11 Stages of Formulation for Life Skills Education Policy in *Pesantren*-Based School in Indonesia.

Based on the two research findings as described above, it can be concluded that the modeling The Life Skills Education Policy Formulation Model in *Pesantren*-Based Schools in Indonesia contains the context of the external and internal environment which becomes the input for policy formulation considerations. This input is locked by government regulations as a guide to the policy formulation process (containing 11 stages as described) to its implementation. The goal is to produce skillful students who are ready to face real-world challenges (the context of the external environment). An illustration of this model The researcher presents in Figure 2.
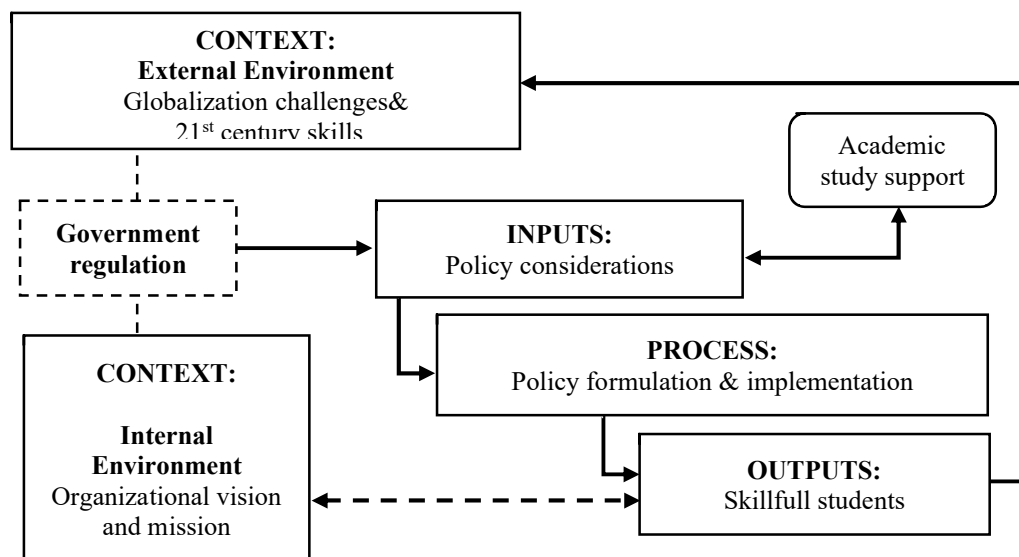

Figure 2. TheFormulation Model of Life Skills Education Policy in *Pesantren*-based schools in Indonesia.

4. Discussion

The trend of the development of science and technology is progressing rapidly and massively. This inevitably affects all aspects of human life, including the field of education. Educational institutions must always make adjustments to the dynamics of science and technology, both in terms of management,

communication systems, learning, and their relationship with the local community. Every change outside the Educational Institution needs to get a positive response so that the institution continues to progress and continues to exist in the changing times. For example, the discovery of digital technology certainly affects school management, learning approaches and methods, and learning evaluation. In the end, it also affects the importance of increasing the capacity of human resources for education providers.

The government as an education provider at the policy-making level always reorients education according to the dynamics of the development of science and technology as well as the direction of national development. The implementation of education in Indonesia has left a legacy of policies that are always changing according to the dynamics of society and the change of the Minister of Education. The policy of life skills education program on the one hand is also a positive response of the government to the demands of development needs. Meanwhile, on the other hand, it is also intended that schools can make changes to school culture to be superior and in demand by the community. Some of the factors that are always considered in making education policies include, the trend of the development of science and technology, the direction of national development goals, and the dynamics of society.

If education policy is based on the direction of national development goals, it will be able to predict the qualifications of human resource needs in the future, within a certain period of time. The qualifications for development needs in Indonesia can be seen from the Indonesian National Qualifications Framework (INQF/KKNI) which has been issued by the Government. Based on the INQF, schools and higher education institutions adapt. In addition, national policies are also based on Indonesia's human development index (HDI) which continues to increase every year(Bhakti et al., 2017). According to the Central Statistics Agency (CSA/BPS), Indonesia's position in the HDI ranking in ASEAN ranks fourth. However, HDI in 33 provinces in Indonesia still experiences significant differences (Badan Pusat Statistik, 2014). Schools should be able to adapt from an early age to the formulation of the government's INQF qualifications.

Schools can do engineering to achieve their respective advantages. There are many choices in developing superior schools, namely re-actualizing the basic values of superior schools, for example, developing school culture, implementing religious values, and internalizing and emphasizing character values. While the strategies carried out based on the results of previous research are, among others: conducting careful program planning and clear achievement strategies, changing mindsets to all stakeholders, setting good examples, instilling character values, and creating optimal support capacity (Jainurakhma et al., 2021; Susilo, 2016).

The choice of parents to send their children to a school is based on their entrusting their children's education to the school concerned. Schools have a mandate from parents to develop the potential of children. A good trust holder will carry out as much as possible by optimizing all internal and external potential of the school or even building new potential. In addition, school principals should develop a vision of leadership based on mutually agreed values that have given birth to school excellence in the midst of the proliferation of educational institutions (Hambali, 2017). The vision, mission, programs, and activities formulated by the school and its willingness to achieve them are basically a translation of the set of mandates from the parents/guardians of students. Thus, schools can always make adjustments to the dynamics of the needs of stakeholders, especially parents/guardians of students.

The adjustment process to the dynamics of stakeholder needs and government policies can be carried out periodically by reviewing the curriculum. The curriculum in schools has actually been provided by the ministry of education and/or religion (for Madrasahs), but schools can also add some subjects as local content. The local content curriculum is part of an effort to provide additional knowledge, attitudes, and skills that will be obtained by students after completing the entire series of learning at school. In addition, schools can develop a good school culture by familiarizing themselves with activities that can support the achievement of formal curriculum goals. Several previous studies divide the curriculum that can be developed by schools into two elements, namely; formal curriculum and hidden curriculum (Apple, 1971).

Life skills education policies in all three cases were reformulated progressively over time. Synergistically, these changes are due to the demands of the community's needs and the changing times that are so fast. Based on the observations of researchers in the field, the formulation of life skills education has been systematically formulated through co-curricular and incidental extracurricular education programs that are focused on achieving the vision and mission. The structured life skills education program will have a significant impact on the program's quality. Therefore, it is important to deliver the program systematically so that it has a lasting impact on students (Holt et al., 2015). Things that need to be considered in preparing life skills education is to prepare human resources who are able to guide and assist students in internalizing the values of life skills education through co-curricular, extracurricular and incidental activities. (Kazemi et al., 2014).Principals can carry out guidance to accompanying teachers by taking into account the need to continue the professional development of educators to further complement their abilities in the practice of implementing sustainable life skills education with students through programs that have been established (Naseri & Babakhani, 2014).

The next stage is to build institutional commitment and all related parties to the success of program implementation so that it produces something tangible and can be felt the benefits. The principal together with internal and external stakeholders must have confidence in the potential and value of the life skills program that was launched (Jainurakhma et al., 2021; Jegannathan et al., 2014). With the trust given by all parties, the program of activities will run successfully. Furthermore, carrying out long-term monitoring and evaluation reviews is needed to collect empirical evidence about the effectiveness of the programs that have been implemented (Tuttle et al., 2006). Life skills education can also be synergized by preparing facilities, equipment, facilities, and infrastructure to support life skills education programs. Like making a skills lab. Resource sharing or shared use of skill laboratories allows for a mutually enriching effect due to the interaction process between fellow users.

Life skills education can be implemented by integrating curriculum subjects with social

and emotional children (FitzPatrick et al., 2014). Technically, it is implemented through incorporating life skills sub-discussions into the subjects of Social Sciences, Indonesian Language, and Islamic Religious Education. These activities are carried out to develop the potential of students according to the characteristics, emotional, and spiritual in the prospect of self-development, whose material is integrated into several existing subjects. Determination of the content and material for life skills lessons is related to the conditions and needs of the environment so that students know and have provisions in carrying out life in the future. The content and learning materials are integrated into integrated subjects so that they are not structurally independent.

Design of life skills education in learning the subjects of Social Education, Indonesian Language, Religious Education. Namely, paying attention to aspects of life skills that will be developed, integrated, and are part of the basic competencies that must be pursued together with the achievement of skills that are sourced from the subject matter of Social Education, Indonesian Language, and Religious Education subjects which are poured into the form of an annual program, a semester program, mapping of basic competency standards, aspect indicators, syllabus, and lesson plans. Before the teacher designs learning activities, first determine what life skills you want to develop on the subject in the subjects of Social Education, Indonesian Language, Religious Education that are tailored to the abilities and needs of the students, and the teacher concerned deliberately includes them as basic competencies and designs them. be a learning activity.

Based on the further cross-case analysis, it can be seen that the implementation of life skills education includes: (1) coordinating with stakeholders of educational institutions; (2) conduct life skills-based school curriculum workshops; (3) adding extracurricular, extracurricular, and other incidental activities; (4) cooperate with the business world as a school laboratory; (5) delegate work by the main tasks and functions; and (6) the achievement of superior achievements in competitions at the local, regional, national, and even international levels. Coordination activities with stakeholders is an important aspect in the implementation of life skills

education in educational institutions. Stakeholders of educational institutions in implementing life skills education include school committees, parents, and other parties. The findings of this study are as explained by Sutarman and Surahman who explain that good coordination between schools and school committees will be able to provide benefits for school development and progress(Sutarman & Surahman, 2018). The committee does not only play a role in funding or facilities and infrastructure, but the school committee can play a wider role in planning and other activities.

The findings of this study are also in line with Arcaro's statement that good relations with stakeholders are an indicator for the development of quality educational institutions. Arcaro said that for schools to have a focus on quality development, every output of educational institutions must be focused on customers, customers, or stakeholders (Arcaro, 2015). Therefore, to develop quality of life skills education, educational institutions must establish relationships with stakeholders. The findings of this study confirm that coordination, friendship, and communication with stakeholders are important pillars of the progress of educational institutions. Stakeholders benefit from this activity to express their aspirations and opinions for the advancement of educational institutions. Especially concerning life skills education, the role of stakeholders is very important because students will return to the community after studying at school.

Furthermore, the findings of this study explain that the implementation of life skills education is carried out through reviews and workshops on the implementation of a life skills-based curriculum. Life skills education curriculum is related to socio-cultural aspects such as being capable, democratic, resilient, and having a lifelong learning culture. Life skills education is not only related to narrow economic motives such as work skills. Thus, life skills-oriented education is essentially an education to shape human character, character, and ethos (Arifin, 2011). Therefore, it is necessary to reorient education from subject matter-oriented to life skills-oriented. This reorientation provides an affirmation that the subject is understood as a tool and not understood as a goal to achieve educational

success. Subjects are tools to develop life skills that students will use to face real life.

The findings of this study are also in line with the research conducted by Fitroh. According to him, strategies and innovations in implementing a life skills-based curriculum are dynamic, always changing, and adapt to the needs of students. Students need to investigate the situation (situation analysis) faced by the community, including the situation of the learning environment in a comprehensive sense, the situation of students, and prospective teachers who are expected to carry out activities (Fitroh, 2011). This is also in line with what was conveyed by Ornstein and Hunkins who explained the importance of implementing a learner-centered design curriculum (Ornstein & Hunkins, 2018).

Implementation of life skills education based on this research is also done by providing additional co-curricular, extracurricular, and incidental activities. The addition of this activity is not only to implement life skills education but also to develop student's talents and provide services to students. The findings of this study are in line with Gorton's opinion which explains that the activity of developing talents and interests of students is a specific student activity program. According to him, the special activities consist of the athletic program, the student council, and the student newspaper. Furthermore, activities that are generally accommodated by special activity programs for students(Gorton & Schneider, 1991).Service activities are a form of providing services to students. Mahmud said that in the field of education, broadly speaking, there are five types of services in education, namely information services, infrastructure services, administrative services, guidance services, talent development services and interests and skills, and welfare services (Mahmud, 2012). The provision of student talent development services is part of the form of service in schools.

Furthermore, the findings of this study indicate that the implementation of life skills education is carried out in collaboration with the business world as an educational laboratory. In addition, the school's cooperation with the business world also serves as a means of learning and field studies for students. These steps can be carried out through cooperation agreements between the

business world and the industrial world with educational institutions. This is according to the results of Afrita et.al. research which explains the relationship management of educational institutions with the business world and the industrial world. According to him, the steps can be done through the formation of a cooperation committee, the type of business the school will choose, pre-on the job training (OJT) activities, making Memorandum of understanding agreements, providing the best quality of students, promoting work and responsibilities, providing benefits. to the industry, carry out evaluations, students make journals, compile reports (Afrita et al., 2018).

The findings of this study are also in line with those of Yuriani, et.al., who explained that the entrepreneurship course learning model was stated to be good and stated to be very effectively applied and could reduce unemployment (Yuriani et al., 2012). According to him, this learning model can be done by developing activities through collaboration between schools, the business world, and the industrial world. This finding is also in line with that conveyed by Baitullah. According to him, cooperation between educational institutions and the business and industrial world can be carried out with several strategies. These strategies include: (1) the school's strategy to collaborate with industry starting with industrial visits, applying for industrial practice permits, good communication, submitting proposals related to school potential in the form of profiles, actively participating in school promotions, utilizing the role of industry; (2) analyzing the procedures for community cooperation, in this case, the world of work, communication that exists, and the world of work involved; (3) the form of cooperation is training to increase skills in the field of science and technology, exchange of information, synchronization and curriculum development, implementation of internships, implementation of competency and certification tests, industrial visits, industrial work practices, special jobs. exhibitions, recruitment; (4) management evaluation in the implementation of cooperation is included in the "good" category(Baitullah & Wagiran, 2019).

The findings of this study further explained that the implementation of life skills education is carried out through the delegation of tasks or work per the duties, principles, and functions in the organization. With the togetherness of all relevant parties in carrying out their duties and authorities, it will achieve good results in Islamic education. Likewise, implement life skills education, will get good results if it is based on togetherness in carrying out their duties and authority. The weakness of one individual can be complemented by the greatness of another individual with the delegation of tasks and authority, which means giving a person the power to act in the interests of Islamic education. The findings of this study as explained by Harmonedi who explained that the delegation contained a division of tasks and shared responsibilities solely for the sake of Islamic education. Islam has taught about the delegation of duties and authorities by considering several aspects: the function and expertise of the recipient of the delegation, mutual trust, prioritizing deliberation, work commitment, supervision, and evaluation (Harmonedi, 2019).

The findings of further research are related to the implementation of life skills education through the development of student achievement at various levels. The findings of this study are in line with Suminar's statement which explains that student achievement management can be carried out with three aspects, namely service, coaching, and supervision with various activities. In it, there are efforts to develop the potential, talents, and interests of students from an academic and non-academic perspective to improve student achievement (Suminar, 2018). Through the implementation of life skills education, students will get achievements at various levels, both local, regional, national, and even international.

5.   Conclusion

Based on the research findings and the discussion that has been presented, it can be concluded that the formulation model of life skills education in Islamic boarding schools in Indonesia has unique characteristics. Religious orientation as the main identity of *Pesantren* in this case is faced with global challenges to prepare skilled students. This condition encourages key internal stakeholders in Islamic boarding schools to be able to find a wedge between the internal conditions of the organization and its characteristics with the

policies set by the government and the dynamics of life skills in the external environment, both locally and globally. From the three research cases studied, this encouragement led to the creation of a policy formulation model which is divided into four parts: (1) Context, consisting of the external environment (Globalization challenges and 21st-century skills) and the internal environment (organizational vision and mission). (2) Input, in this case, the context of the internal-external environment, is locked through government regulation as the main legal standing in policy considerations., (3) The process of formulation to policy implementation with support from academic studies, and (4) Output, is the culmination of the whole series of policy formulations, namely to produce skillful students who are ready to return to live in a society (facing the external environment).

The findings of this study indicate that each stakeholder of a *Pesantren*-Based School, with different roles, has an equally important role in making organizational decisions. The effectiveness of policy formulation in life skills education requires collective work from all parties. So, productive and positive collaboration should be built by internal stakeholders (boarding school leaders, school leaders, teachers, administrators, school committees) with external stakeholders consisting of relevant government, strategic partners. For future research, it is recommended to further examine the determinants of the effectiveness of policy formulation and implementation through a quantitative or mixed-method approach.

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