The Relationship Between Learning Process Management and Improving Santri's Life Skills at Darunna'im Islamic Boarding School in Lebak Regency

Ahmad Fitriyadi Sari[1], Encep Syarifudin[1], Muhajir[1]
[1]Universitas Islam Negeri Sultan Maulana Hasanuddin Banten, Indonesia

Corresponding author e-mail: ahmad_fitriyadi_sari@uinbanten.ac.id

Abstract: This study is motivated by a decrease in learning process management and an increase in students' skills at the Darunna'im Islamic Boarding School, Lebak Regency, Banten. Darunna'im boarding school is part of the institution that implements entrepreneurship skills education. As a form of self-development and preparing students to have an entrepreneurial spirit. The results of the entrepreneurship skills program at the Darunna'im Islamic Boarding School are carried out every day as a form of training and self-development for students for the future. Researchers are interested in conducting research related to process management and improving the skills of students in the Darunna'im Islamic boarding school program. This study uses a quantitative approach, namely research that is used to examine certain populations and samples and uses data collection with research instruments that aim to test the hypotheses that have been set. Based on the research results, it is known that the relationship between process management and the improvement of students' skills can be concluded that there is a relationship between process management and the improvement of the life skills of students at the Darunna'im Islamic boarding school. a positive relationship is indicated by a correlation coefficient of 0.322 and a determination coefficient of 10.4%. This means that the better the process management, the better the students' life skills will improve.

Keywords: Process Management, Life skills of Santri, Islamic Boarding Schools

A. Introduction

The results of survey data on the quantity and quality of the average education level of the Indonesian people are still far from expectations. When viewed from the opportunity to continue to a higher level, some can continue and some cannot continue due to economic reasons and when they want to work in a company, they are constrained by inadequate provisions and skills (Mahendra 2017). This situation is a problem and a challenge faced by the world of education in the Industrial 4.0 era towards the era of society 5.0.

Education is essentially a medium that can be used in forming quality human resources, in the 1945 Act, namely Article 31 paragraph 1 concerning Education and

Culture states that every citizen has the same right to obtain quality education (Emmanuel Sujatmoko, 2010). Let's examine the verses of the 1945 Constitution in depth. It shows that it is a form of support and hope that the quality and quantity of human resources can continue to experience progress and development so that Indonesian citizens can compete globally in the ASEAN and International world.

Education is prioritized to be the main support for achieving the goal of developing quality and quality Indonesian human resources. Education that is of high quality in its implementation is not sufficient only through science and technology transformation alone but must be supported by increased professionalism and management systems as well as the development of students' abilities to help themselves in choosing and making decisions in order to achieve goals. These skills do not only concern academic aspects but must also involve aspects of personal, social development, intellectual maturity, and morality (Omer, 2005). Therefore, quality education in the area of education must be a balanced education that is not only able to deliver students to standard academic aspects alone but to the ability to make creative self-development and achievements.

The role of education in various aspects of life is urgently needed and needs to receive intense attention both in the scope of family education (informal), school education (formal) and community education (informal). In this paragraph, non-formal education plays an important role in creating and forming superior human resources. The challenges in the Non-Formal Education (PNF) environment are increasingly complex. This is because the world of non-formal education deals directly with people who are 'problematic', both from an educational point of view, namely the large number of school dropouts, from a social point of view the increasing unemployment, from an economic point of view, namely the inability to meet clothing, boards and food and the low skills possessed by other sources. the human power. In other words, the essence of non-formal education focuses on educating community empowerment (M. A. Hamid, Aribowo, and Desmira, 2017). In the process, continuous community social interaction follows and carries out certain norms including religious norms, social interaction or social interaction runs smoothly, which occurs between individuals and other individuals (Arif, 2020).

Non-formal education seeks to find solutions by studying various existing educational patterns, such as education in Islamic boarding schools and other types of religious education that are of interest to the community. Islamic boarding schools as a place for non-formal education that has a function as a complementary institution to formal education and seeks to support and implement long life education programs. In addition, the education system implemented by Islamic boarding schools is a self-sufficient system, ukhuwah Islamiyah and self-reliance, this is in accordance with the objectives of Indonesian education as stated in Law Number 20 of 2003 concerning the national education system Article 3 which reads:

"National education functions to develop and shape dignified national character and civilization in the context of educating the life of the nation, aiming at developing the potential of students to become human beings who believe and fear God

Almighty, have noble character, are knowledgeable, capable, creative, independent and become democratic and responsible citizens" (Basuki 2019).

The Darunna'im Islamic Boarding School, Lebak Regency, Banten is one of the Islamic boarding schools that only focuses on religious education activities. Along with the increase and development of the times and the challenges of the Industry 4.0 era, Darunna'im Islamic boarding school has the motivation to improve its quality in the field of entrepreneurship both in curriculum materials and entrepreneurship education practices (Tavipi, 2016).

Efforts to increase the skills of students at the Darunna'im Islamic Boarding School, Lebak Regency, Banten, namely by promoting independence in entrepreneurship. Entrepreneurship is one part of self-potential development, by determining, developing and combining innovations to create a product that has value benefits. With this activity it is hoped that the students will be able to compete and prepare human resources who are ready to work, but also must be able to open new jobs.

Islamic boarding schools are a strategic point in the development of the world of education in Indonesia, because Islamic boarding schools are able to support development and are able to develop the potential of students so that they can face life's problems. The importance of developing life skills in Islamic boarding schools is because students need them as an application of the five souls of the boarding school as a provision for their skills after graduation, so that what is learned is not only religious education. From the other side, there are still many students, especially modern queues after graduation, who are still mentally unprepared to enter society because of their lack of life skills.

Based on the description above, the formulation of the problem in this study is: 1) Is there a relationship between process management and the improvement of the life skills of students at the Darunna'im Islamic boarding school? 2) What is the impact of the management of the Darunna'im boarding school process? 3) Is there an increase in the life skills of the Darunna'im Islamic boarding school students?

B. Methods

This study uses a quantitative approach, namely research that is used to examine certain populations and samples and uses data collection with research instruments that aim to test established hypotheses (Sugiyono and Republic of Indonesia 2010). Based on the title and formulation of the problem, this research consists of independent variables and dependent variables, which include data: Process Management (X), Improvement of students' life skills (Y).

C. Results and Discussion
1. Life Skills

Life skills or life skills are the ability and courage to deal with life's problems proactively and creatively and find solutions to overcome them (Jaya et al. 2018). The definition of life skills goes beyond vocational skills. People who are not working, for example retirees, still need life skills. Like people who work because they also have problems to solve. People who take education also need life skills because they also certainly have problems.

According to Brolin, life skills are a continuum of knowledge and abilities needed by a person to function independently in life (Behera, 2020). In concept, life skills can be divided into 2 (two) types, namely: generic life skills and specific life skills. Generic skills consist of personal skills and social skills. If personal skills include skills in self-understanding and thinking skills, while social skills include communication skills and cooperation skills. Specific skills are skills for dealing with certain jobs or situations.

a. Personal Skills

Personal skills include self-awareness and rational thinking. More focused on the ability of students to see their own portrait in the family environment, their habits and hobbies. Meanwhile, thinking skills are more focused on using ratios or thoughts which include digging up information, processing information and making decisions intelligently and being able to solve problems correctly and well.

b. Social skills

Social skills are divided into 2 (two) types, namely: communication skills that are carried out orally and in writing. The ability to cooperate in question is mutual understanding and helping each other to achieve better goals. Because it is a necessity that cannot be separated (Loukatari et al. 2019).

c. Academic skills

Academic skills or intellectual skills are basically the development of thinking skills in general but lead to scientific activities. The scope of this skill is identifying variables, explaining the relationship of a phenomenon, formulating hypotheses, designing and conducting research.

d. Vocational skills

Work or vocational skills that are associated with certain fields of work in society. Vocational skills are more suitable for students who are engaged in jobs that rely on psychomotor rather than scientific thinking skills. Vocational skills have two parts: basic vocational skills related to how students use simple tools and special vocational skills needed only for those who will pursue work in accordance with their fields. According to Anwar, the specifications for learning life skills are as follows (Ahsani and Mulyani 2020):

1) The process of identifying learning needs occurs
2) There is awareness to cooperate
3) The occurrence of alignment of learning activities for self-development, study, independent business and joint business.

4) There is a process of mastering personal, social, academic vocation, managerial and entrepreneurial skills.
5) The process of providing experience in doing the job properly and producing quality products.
6) There is a mutual learning interaction process from experts in their fields.
7) The process of assessing the competencies that are owned
8) The occurrence of technical assistance to work or form a Joint Business.

2. Learning Process Management

The word management is etymologically derived from the ancient French language namely "management" or "to manage" which means to manage, in essence by regulating it will arise problems, processes, and questions about what is regulated, who is in charge, why should it be regulated and what is it. the purpose of the arrangement (Contents 2015). James A.F. Stoner explained "management is the process of planning, organizing, leading and controlling the effort of organization member and using all other organizational resources the achieve stated organizational goals" (Management is the process of planning, organization, leadership and supervision of the efforts of organizational members using all other organizational resources to achieve organizational goals that have been set) (Chance, 2011). The same thing was written by Henry M. Botinger that management as an art requires 3 (three) elements, namely views, technical knowledge and communication (Surya, 2011). When these elements are contained in management. Therefore, managerial skills need to be developed through education and training (Training).

Management as a process is an approach that emphasizes administrative behavior, namely administrative management activities, an analysis of administrative processes was first put forward by Henry Fayol who defined 5 (five) general administrative functions, namely planning, organizing, coordinating and controlling (Surya, 2011). The management process is a group of basic activities related to integration carried out in management in general, namely the planning process, the organizing process, the implementation process and the control process, within the framework of one goal.

Fayol Henry in Indarto Setiabudi writes that the management process is planning, organizing, controlling and coordinating. The management interactive process is a discussion of the world of management that uses the POAC principles of planning, organizing, actuating and controlling.

Planning

Planning means planning while planning is an activity related to efforts to formulate programs which contain everything that will be implemented, setting goals, policies, directions to be taken, procedures and methods to be followed in an effort to achieve goals (Dance and Art 2018). Planning is the main function of management in institutions or organizations, planning occurs

in all program activities. How to achieve it, how long to achieve it, how many people are needed to achieve it and how much money is needed to achieve it.

In planning it includes the idea that management anticipates various conditions such as opportunities and obstacles that will come and tries to minimize and determine solutions that will be carried out and achieved (Napituli, 2017). Ivancevic and Matesson in Muhamad Rifa'I wrote that there are at least three main reasons why planning is important for an organization here, especially educational institutions, including (Nurul Maidi, 2020):

a. Increased organizational complexity

Planning allows each area in the organization to define the work that needs to be done and how to carry it out without a blueprint in planning with targets so changes will be more ambiguous, especially in increasing treasury mistakes will often occur.

b. Improved external changes

A manager must be an innovator who truly understands behavior, business and mission development. In addition, a manager must be able to capture external changes with all kinds of goals and then put them into short-, medium- and long-term plans.

c. Planning and other management functions.

As we know that planning is the initial action in the management function, it means that before a manager manages an organization or controls an organization, it is mandatory for him to make a plan because with program planning will be directed and planned activities with the determination of good resources.

Organizing

Organizing is the second management function and is an effective step for realizing an organizational program. Terry who is a management figure wrote "organizing is establishing of effective behavioral relationship among persons, so that they may work together efficiently and gain personal satisfaction in doing selected tasks under given environmental conditions for the purpose of achieving some goal or objective (George R. Terry 2013). The definition is that organizing is an effort to create clear task relationships between personnel, so that everyone can work together in good conditions to achieve organizational goals. The main things that are applied in organizing are:

a. Determine the direction and goals of an organization
b. Analyze the workload of each organizational sector
c. Make a work program

d. Determine educators and educational staff based on consideration of direction and competence, nest, workload and job descriptions of each organizational sector.

The function of organizing (staffing) is to design an organizational structure that describes the interrelationships between work, personnel, and other program factors which serve as the basis for placing educators and educational staff in the structure according to their respective expertise. Staffing is very important in organizing because staffing includes directing, screening, promotion, transfer and retirement of members of the organization. Organizing carried out effectively by the leadership, can:

a. Explain who will do the program

b. Describe who will lead the program

c. Describe the coordination line

d. Centralize data sources against goals.

From the explanation above it can be concluded that organizing includes structural development, goals and roles in determining the demands of program activities that are needed in the framework of goals by everyone. In other words, organizing also understands the division of tasks, authority, responsibility, accountability and delegation.

Actuating

Implementation (Actuating) is the implementation of planning and organizing, where all components in an organizational system work together according to their fields to achieve goals. Tantawi wrote that actuating is a function of guiding and providing programs from leaders and motivating people so that the group likes and wants to work (H. Hamid, 2018).

According to George. R. Terry, mobilizing is an action or activity carried out by a manager to initiate and continue the activities determined by the elements of planning and organizing so that goals can be achieved. Actuating activities include participating in decisions, directing others to work, communicating effectively, increase members understanding their potential, giving awards for work performance, meeting the needs of employees according to their work, trying to improve the direction according to the supervision instructions

Actuating is a fundamental function in management because it is an effort of various types of actions to achieve organizational goals, according to plans that have been set in the best and correct way. From the definition above, the actuator or executor must spur all group members to work optimally to achieve organizational goals.

Controlling

Supervision or control is the last action that must be carried out in an organization. Every organization is expected to be able to minimize failure in its duties and functions. So, it is necessary to control the implementation of programs, money, materials, time and natural resources in achieving goals. Because in the management process known as monitoring activities (control). Mondy and Premeaux revealed that "controlling is the process of comparing actual performance with standards and taking any necessary corrective actions" (Ali et al. 2017). Sarinah argues that as a management control that can carry out its responsibilities effectively, the supervisory function is (Wijaya and Rifa'i, 2016): To assess whether management controls are adequately suited to be effective. To evaluate whether the results report describes activities that are careful and appropriate. To assess whether each sector has implemented the policies and procedures that are its responsibility. To examine whether the activities have been carried out efficiently. Examine whether the activities have been carried out effectively to achieve the stated goals.

From the opinions above, it can be concluded that supervision is a management function that must be carried out to ensure that members carry out activities that will lead the organization toward the goals that have been set.

1. Process Management

Based on the results of process management data processing with the help of SPSS 23.0 for windows (Nugroho, Hadi, and Haryono 2009) it is known that the average score, median, mode, standard deviation, variance, maximum score and minimum score are in the following table.

Table 1. Process Management

N	Valid	80
	Missing	0
Mean		108.65
Median		108.00
Mode		112
Std. Deviation		9.016
Variance		81.294
Minimum		90
Maximum		127

Table 1. Shows that process management obtained an average data of 108.65, a median of 108.00, a mode of 112, a standard deviation of 9.016, a variance of 81.294, a minimum score of 90 and a maximum score of 127. Furthermore, based on the distribution of scores a frequency distribution table for process management variables can be made as follows:

Table 2. Frequency Distribution
Process Management

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	90	1	1.3	1.3	1.3
	93	1	1.3	1.3	2.5
	95	2	2.5	2.5	5.0
	96	1	1.3	1.3	6.3
	97	1	1.3	1.3	7.5
	98	1	1.3	1.3	8.8
	99	5	6.3	6.3	15.0
	100	7	8.8	8.8	23.8
	101	5	6.3	6.3	30.0
	102	6	7.5	7.5	37.5
	105	1	1.3	1.3	38.8
	106	3	3.8	3.8	42.5
	107	3	3.8	3.8	46.3
	108	5	6.3	6.3	52.5
	109	1	1.3	1.3	53.8
	110	1	1.3	1.3	55.0
	111	4	5.0	5.0	60.0
	112	8	10.0	10.0	70.0
	113	2	2.5	2.5	72.5
	114	2	2.5	2.5	75.0
	115	1	1.3	1.3	76.3
	116	2	2.5	2.5	78.8
	117	2	2.5	2.5	81.3
	118	1	1.3	1.3	82.5
	121	4	5.0	5.0	87.5
	122	4	5.0	5.0	92.5
	123	1	1.3	1.3	93.8
	124	2	2.5	2.5	96.3
	125	2	2.5	2.5	98.8
	127	1	1.3	1.3	100.0
	Total	80	100.0	100.0	

Based on table 2 of the frequency distribution above, process management at the Darunna'im Islamic boarding school obtained scores of 90, 93, 96, 97, 98, 105, 109, 110, 115, 118, 123 and 127 respectively for 1 student (1 ,3%), scores of 95,113,114,116,117,124 and 125 each for 2 students (2.5%), scores for 112 for 8 students (10.0%), scores for 99, 101 and 108 each for 5 students (6.3 %), a score of 102 was 6 students (7.5%), a score of 100 was 7 students (8.8%), and a score of 121, 122 was 4 students (5.0%). The following presents a visual distribution of process management scores in the form of a histogram.
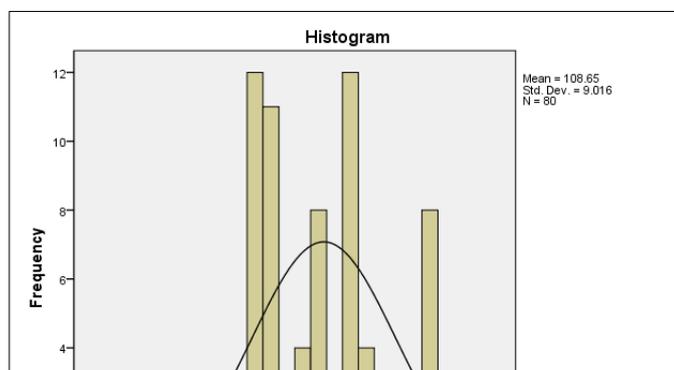
Figure 1. Histogram Process Management

Based on Figure 1 histogram above, the highest frequency of process management at Darunna'im Islamic Boarding School is 112, and the lowest frequency of process management at Darunna'im Islamic Boarding School is 90, 93, 96, 97, 98, 105, 109, 110, 115, 118, 123 and 127.

2. Improving the life skills of students

The results of processing data on improving the life skills of students with the help of the SPSS statistics 23.0 for Windows program show that the average score, median, mode, standard deviation, variance, maximum score and minimum score are shown in the following table:

Table 3. Improvement Student life skills

Statistics		
N	Valid	80
	Missing	0
Mean		101.11
Median		101.00
Mode		100[a]
Std. Deviation		8.016
Variance		64.253
Minimum		88
Maximum		124

a. Multiple modes exist. The smallest value is shown

Table 3 above shows that an increase in students' life skills at the Darunna'im Islamic boarding school obtained an average data of 101.11, media 101.00, mode 100, standard deviation 9.016, variance 64.253, a minimum score of 88 and a maximum score of 124. Furthermore, based on distribution scores can be made into a variable frequency distribution table for improving the life skills of students as follows:

Table 4. Frequency Distribution
Improving Santri's life skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	88	2	2.5	2.5	2.5
	89	4	5.0	5.0	7.5
	90	2	2.5	2.5	10.0
	91	3	3.8	3.8	13.8
	92	1	1.3	1.3	15.0
	93	3	3.8	3.8	18.8
	94	2	2.5	2.5	21.3
	95	2	2.5	2.5	23.8
	96	1	1.3	1.3	25.0
	97	4	5.0	5.0	30.0
	98	2	2.5	2.5	32.5
	99	5	6.3	6.3	38.8
	100	8	10.0	10.0	48.8
	101	6	7.5	7.5	56.3
	102	8	10.0	10.0	66.3
	103	3	3.8	3.8	70.0
	104	5	6.3	6.3	76.3
	105	4	5.0	5.0	81.3
	107	3	3.8	3.8	85.0
	110	2	2.5	2.5	87.5
	111	1	1.3	1.3	88.8
	112	1	1.3	1.3	90.0
	113	1	1.3	1.3	91.3
	116	2	2.5	2.5	93.8
	118	2	2.5	2.5	96.3
	120	2	2.5	2.5	98.8
	124	1	1.3	1.3	100.0
	Total	80	100.0	100.0	

Based on Table 4 on the Frequency Distribution above, an increase in the life skills of students at the Darunna'im Islamic boarding school who obtained scores of 92,96,111,112,113 and 124 was 1 person (2.5%), scores 88,90,94,95,98,110,116,118 and 120 were 2 people (5.0%), scores 91.93, 103 and 107 as many as 3 people (3.8%), scores 89.97 and 105 as many as 4 people (5.0%), scores 99 and 104 as many as 5 people (6.3%), a score of 101 was 6 people (7.5%), a score of 102 was 8 people (10.0%). In the following, the distribution of life skill improvement scores for students visually is presented as a histogram.
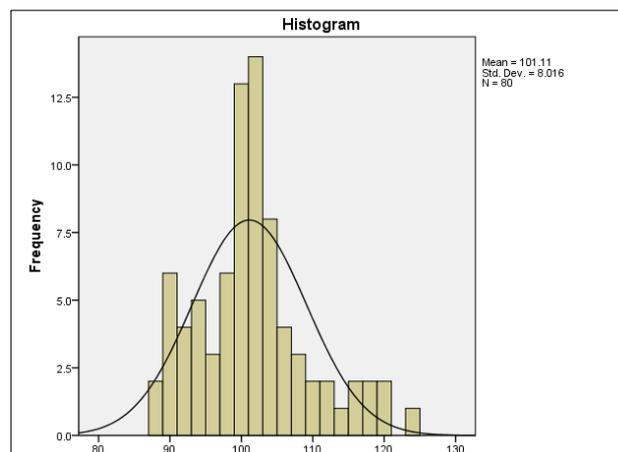

Histogram

Mean = 101.11
Std. Dev. = 8.016
N = 80

Figure 2. Histogram

Based on Figure 2 the histogram above, the highest frequency of increasing the life skills of students at the Darunna'im Islamic boarding school is 102 and the lowest frequency of increasing the life skills of students is 92, 96, 111, 112, 113 and 124.

3. Normality Test

To determine whether the data distribution of each variable is normal, the Asymp. Sig. (2-tailed) the calculated results are compared with the significance level used, namely 5% or 0.05. The interpretation is that if the Asymp. Sig. (2-tailed) the calculation result is greater than 0.05, meaning that the frequency distribution of the research data is normal. If the Asymp. Sig. (2-tailed) the calculated results are smaller than 0.05, meaning the frequency distribution of research data is abnormal (Supardi 2014). The results of the data normality test are as follows:

Table 5. Data Normality Test
Kolmogorov-Smirnov

Variable	Sig.	Critical Value	Note
Management Proses	0,70	0,05	Normal
Increasing the life skills of students	0,155	0,05	Normal

Based on table 5 of the Normality Test of the data above, it can be seen that the value of Sig. (p-value) of each variable is greater than the value of 0.05. Thus, it can be concluded that the three research variables come from normally distributed populations. This means that all research variables are normally distributed so that data analysis can proceed to correlation analysis.

4. Hypothesis Testing

a. There is a relationship between process management (X) and the improvement of students' life skills (Y)

The following is the regression equation between process management on improving students' life skills.

Table 6. Regression equation Variable X with Y

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	71.997	9.725		7.403	.000
	Process Management	.297	.099	.322	3.006	.004

a. Dependent Variable: Improving Santri's life skill

Based on table 6 of the regression equation of the X and Y variables above, it can be seen that the process management regression equation for improving the life skills of students with a regression direction of b = 0.297 and a constant value of a ¬= 71.997, so that the form of the relationship between the two variables can be written the regression equation Y = 71.997 + 0.297 X.

The level of significance or significance of the regression equation was carried out by the F test and the results are shown in the following table (Suharsimi Arikunto, 2021).

Table 7. Test F Regression Variable X With Variable Y

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	526.830	1	526.830	9.033	.004[a]
	Residual	4549.158	78	58.323		
	Total	5075.988	79			

a. Predictors: (Constant), Process Management

b. Dependent Variable: Improving Santri's Life Skill

Table 7 Regression F Test Variable X With Variable Y above shows that the value of Sig. for the regression equation Y = 71.997 + 0.297 X of 0.004a, when compared to α (0.05) this value is smaller, meaning that the regression equation obtained is significant. Besides that, another way to determine the significance of the regression equation can be done by comparing F-count with F-table. From table 2.7 it can be seen that the value of F-count is 9.033 while F-table is obtained through table F with df1 = 1 and df2 = 37 at an error level of 1% and 5% is 7.373 and 4.105. Because the value of F-count is greater than F-table at an error rate of 1%, the regression equation is very significant.

After knowing the regression equation, the strength of the relationship between process management and improving the life skills of students is presented as follows:

Table 8. The coefficient of determination between X and Y

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
— 1	.322a	.104	.092	7.637

a. Predictors: (Constant), Process Management

Table 8 of the coefficient of determination between X and Y above shows the correlation coefficient between process management on improving students' life skills of 0.322. This means that the relationship between process management and life skill improvement is in the strong category. Meanwhile, it can also be seen that the coefficient of determination (r square) between process management and the improvement of students' life skills is 0.104 which states that process management contributes to increasing students' life skills by 10.4%. Thus, process management contributes to the improvement of students' life skills by 10.4% while the remaining 89.6% is influenced by other factors that have not been discussed in this study.

The findings of this study reveal that there is a relationship between process management and improving the life skills of students. This is proven by knowing the correlation coefficient of 0.322 and the coefficient of determination of 10.4%.

From the description above, in the context of process management is the relationship in the activities of students at the Darunna'im Islamic boarding school, process management is fulfilled. James A.F. Stoner explained "Management is the process of planning, organizing, leading and controlling the effort of organization members and using all other organizational resources the achieve stated organizational goals". The same thing was written by Henry M. Botinger that management as art requires 3 (three) elements, namely views, technical knowledge and communication (Hartog 1967). When these elements are contained in management. Therefore, managerial skills need to be developed through education and training (Training) and need to pay attention to process management to contribute to improving the life skills of students so that when they graduate, they are ready to accept global challenges.

D. Conclusion

The following conclusions can be drawn based on the research data analysis. There is a relationship between process management and the improvement of the life skills of students at the Darunna'im Islamic boarding school. A correlation coefficient of 0.322 and a determination coefficient of 10.4% indicate a positive relationship. This means that the better the process management, the better the students' life skills will improve. There is an impact on improving the process management of the Darunna'im

Islamic boarding school, as evidenced by the data resulting from a correlation coefficient of 0.322. There is an increase in the life skills of the students as evidenced from the data resulting from the coefficient of determination increasing by 10.4%, thus increasing the life skills of the students about how much process management and other factors have not been examined in this study.

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