

Implementation of Strategic Management in Learning to Improve Intisab Pui-Based Life Skills for Students (Case Study at Madrasah Aliyah Daarul Uluum Pui Majalengka)

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ABSTRACT

This study examines the implementation of strategic management in learning to improve life skills based on Intisab PUI in students at Madrasah Aliyah Daarul Uluum PUI Majalengka. The modern era demands that Islamic educational institutions be able to integrate spiritual values with practical skills, but there is still a gap in the implementation of effective strategies to achieve that balance. Therefore, this study aims to analyze the formulation, implementation, and evaluation of Intisab PUI-based learning strategies, as well as assess its effectiveness in improving students' life skills. The research uses a qualitative approach with a case study method. Data was obtained through in-depth interviews with madrasah heads, teachers, and students, observation of the learning process, and analysis of curriculum documents. The validity of the data is guaranteed through triangulation techniques. The results of the study showed that the formulation of the strategy resulted in the concept of "funny students" with a long-term plan for six years that integrated the values of the PUI Intisab into all subjects through SWOT analysis. The implementation of the strategy runs effectively through excellent programs, such as memorization of the Qur'an with a target of two juz, the development of multidimensional digital skills, project-based learning, and gradual spiritual coaching. The evaluation showed significant success, characterized by increased commitment of graduates to PUI scores, positive behavior changes, increased academic achievement, and mastery of technology and vocational skills. The findings of the study indicate that Intisab PUI-based learning strategic management is able to create a balance between religious, academic, and vocational aspects, and is effective in improving students' life skills. This model has the potential to be adapted by other madrasahs in optimizing the development of life skills based on Islamic values in the modern era.

Keywords: *Strategic Management, Learning, Life Skills, Intisab PUI, Madrasah Aliyah*

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INTRODUCTION

The rapid development of science and technology today has a great influence on changing various aspects of human life, including social changes, moral values, lifestyles, and the emergence of various increasingly complex challenges. As technology continues to develop, the role of education is becoming increasingly important in preparing individuals for these changes. In the era of industry 4.0, the transformation that has occurred has not only an impact on the world of business and work, but also changed many aspects of life, such as the transition from physical to digital systems, increasing automation in various sectors, as well as the shift from traditional intermediary systems to more direct or independent systems. The development of technology requires people to be able to adapt and adjust, especially in the world of education. (Iswanti, 2021)

Then the fact that is happening today, the community really hopes that every educational institution can produce a quality generation and have useful abilities in high schools, both State High Schools, State Vocational Schools, State High Schools, State High Courts. At the national level, data from the Ministry of Education and Culture (Kemendikbud) shows that only 30% of students in Indonesia have adequate critical thinking skills, while 40% of students have difficulty collaborating and communicating. Faced with this diversity of

backgrounds, schools need to develop an education management strategy that emphasizes the development of life skills. That way, schools can meet the expectations of the community to produce graduates who are ready to face various life challenges.

The demands of the times that continue to roll require students to have various abilities that are adaptive to their development. This is important because students must actively contribute to answering the challenges of globalization, development and social community welfare. Mature provisions also lead students to become flexible individuals, adaptive, and able to take responsibility for various changes later when they have faced various real-life problems in the social environment directly. (Siswopranoto & Fitri, 2023)

Therefore, management in education has an important role in facing global changes that continue to develop along with the advancement of science and information technology. With the dynamics of rapid change, continuous improvement efforts are needed in the education system so that the graduates produced are able to compete in the era of globalization. This competition can only be won if educational institutions are committed to maintaining and improving the quality of education through effective and strategic management. (Nirmayanthi et al., 2024)

Strategic management according to Fred R. David is the art and knowledge of formulating, implementing, and evaluating cross-functional decisions that enable an organization to achieve its goals. (ATMODJO & BACHELOR, 2023) Strategy management reflects the implementation of various functions such as planning, organizing, mobilizing, communication, direction, and monitoring and control. The success of students in learning is determined by the teacher's strategy through the management of learning in the classroom and outside the classroom. In the face of various challenges, strategic management can be an effective solution because it focuses on evaluating internal and external conditions in the school environment to determine the right steps in education management. As in the Qur'an Al-Mujadilah 11 which reads:

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ وَإِذَا قِيلَ انشُرُوا فَانشُرُوا يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

you who have believed, when it is said to you, "Give space in the assemblies," make room for it, and Allah will surely give you space. When it is said, "Stand up," (you) stand up. Allah will certainly raise up the believers among you and those who are given knowledge of some degree. Allah is Thorough in what you do".

The verse teaches that every institution, especially in the field of education, must have careful planning for sustainability and benefits for all parties and must always be happy to seek knowledge wherever it is. The Prophet has also set an example in the application of strategic management, both in the business world, the process of studying knowledge, and in the management of other strategies. In his time, one of the strategies applied by the Prophet was a strategy in war, which showed the importance of planning and tactics in achieving goals.

In this case, Madrasah Aliyah Daarul Uluum PUI Majalengka has a priority on developing interests, skills and skills development to its students, so that the program that has been launched is very closely related to the life skills program. In addition, Madrasah Aliyah Daarul Uluum PUI Majalengka has a distinctive curriculum, namely in strengthening the fields of science, religion and technology and synergizing with Islamic boarding schools and the potential of the surrounding environment by achieving the target of these students being able to become entrepreneurs. Madrasah Aliyah Daarul Uluum PUI Majalengka is often referred to as a skilled graduate printer who has the goal of preparing students to become people who have good self-skills, have an independent spirit, have character and are able to compete with the challenges of the times. Innovations in its flagship programs are always offered so that it becomes a *brand image* for Madrasah Aliyah Daarul Uluum PUI Majalengka itself.

Some of the excellent programs that have been carried out are skill training, namely the Qur'an program both Tahsin and Tahfidz, foreign language programs (Arabic, English,

Chinese), *vocational of camp* programs, beauty class skills, *broadcasting programs*, entrepreneurship, expertise in electronic technology and science, synergy with various environmental sites such as prayer rooms, mosques, TPQ, as well as the habit of congregational prayers, congregational dhuhā prayers, istighosah, mapping student potential and economic potential.

This study examines the fundamental problems related to the implementation of strategic management in learning in the educational environment of the Muslim Ummah Association (PUI) which is not optimal in developing students' life skills based on the core values of PUI. This problem can be seen from the lack of comprehensive integration of the concept of PUI core in the planning, implementation, and evaluation of learning, so that students are not fully able to internalize the typical Islamic values of PUI which are the foundation for PUI members in carrying out their activities and devotion to Allah SWT. This essence emphasizes the importance of sincerity, devotion, moral improvement, and unity in carrying out Islamic teachings. This is exacerbated by the lack of learning strategies that are specifically designed to strengthen the identity and character of students as PUI cadres who have a balance between academic achievement and the practice of Islamic values. This condition results in a gap between the goal of PUI education to form a quality Muslim generation and the ability of students to face the challenges of modern life that are increasingly complex based on the understanding and practice of the essence of PUI which is the foundation of the organization.

METHOD

Research Approaches and Methods

In research research, a placement is very important to be used in the research process, in order to help make it easier for the author to collect data. The research approach used in this researcher's research is a qualitative approach. In this study, the researcher conducted interviews with a number of predetermined informants, because their competencies were in accordance with the object of the study being analyzed. This research was conducted to determine the implementation of strategic management in learning to improve students' life skills (Case Study at MA Daarul Uluum PUI Majalengka).

This research uses a case study method, which is a qualitative approach that aims to explore a case in depth. This method involves collecting various sources of information to obtain a more comprehensive understanding of the phenomenon being studied. By understanding the case in depth, researchers can identify their meaning and significance for the benefit of a particular society, organization, or community.

This research uses case studies in descriptive form, which aims to provide a systematic and in-depth description of a phenomenon, fact, or reality. To ensure the validity of the data, the researcher triangulated by comparing data from different sources (source triangulation), methods (triangulation methods), and different data collection times.

Data Types and Sources

The type of data in this study is qualitative data, which comes from the background of current conditions and environmental interactions of a social unit, be it individuals, groups, institutions, or society. In this study, the author intends to analyze the effectiveness of Strategic Management in Learning to improve students' life skills (Case Study at MA Daarul Uluum PUI Majalengka). The data sources in this study are using primary data sources obtained directly from key informants in the madrasah who are the object of research and secondary data obtained from various official madrasah documents related to the implementation of strategic management of learning based on the core of PUI.

Data Collection Techniques

Data collection techniques refer to the methods used by researchers to obtain research data. Commonly used techniques include participant *observation*, which aims to observe and document the implementation of strategic management in learning to improve life skills based on PUI intisab for students at Madrasah Aliyah Daarul Uluum PUI Majalengka. The aspects

that became the focus of observation included the physical environment of the madrasah that reflects the values of the core of PUI, the strategic learning planning process by teachers, the implementation of learning in the classroom and outside the classroom that integrates the values of the core values, the learning evaluation system based on the core of the curriculum, and programs for the development of students' life skills.

In-depth interview, the main purpose of this interview is to find out how the implementation of strategic management in learning to improve the life skills of students at MA Daarul Uluum PUI Majalengka is carried out to the Principal, Curriculum Waka, BK Teachers and students. As well as document analysis to obtain more in-depth and comprehensive information, in this study the author also uses the document technique, which is used to view, analyze and cite data or documents that have been documented. This technique is used as authentic evidence of the implementation of strategic management regarding life skills that has been carried out to students in the place where the author conducted the research.

Data Validity Test Techniques

This study uses three types of data triangulation that are directly related to the problems and contexts that have been described in the research background. First, source triangulation, which is to test the credibility of a data is carried out by checking the data that has been obtained from various data sources such as interview results, archives, and other documents. Objective: To validate that the strategy of "funny students" and the integration of Intisab PUI really happened from various points of view, not just one party's claim.

Second, triangulation techniques to test the credibility of a data are carried out by checking data that has been obtained from the same source using different techniques. For example, the data obtained from the results of observation, then checked with interviews. The background of the research has stated that MA Daarul Uluum PUI Majalengka has carried out various excellent programs such as tahfidz Al-Qur'an, vocational camps, synergy with the pesantren environment, as well as the habit of congregational prayers and istighosah. However, the existence of these programs is not enough to prove that Intisab PUI-based strategic management has run optimally. Third, Time Triangulation is used to ensure that the data collected reflects the sustainability and consistency of learning strategies over time, not just an unrepresentative snapshot. This is very relevant to the research structure which from the beginning has divided its study into three main phases, namely strategy formulation, implementation, and evaluation, as reflected in the three formulations of the problems proposed. At the formulation stage, time triangulation helps to check the credibility of the data on how the learning strategy based on Intisab PUI is planned by taking into account the diverse community backgrounds and their expectations for graduates who are ready to enter the world of work.

FINDINGS AND DISCUSSION

Strategic Management

Strategic management is a long-term decision-making process that involves environmental analysis, strategy formulation, implementation, and evaluation to achieve organizational goals effectively and efficiently. In the context of education, strategic management is defined as a series of managerial decisions and actions that determine the long-term performance of educational institutions through the planning, implementation, and control of learning strategies. This concept developed from the business management paradigm which was then adapted to meet the specific needs of the education sector, where the focus is not only on profit, but on achieving learning goals and developing students' potential holistically. (Isma Hasyim Fanani & Farikhul Anwar, 2023)

Strategic management in learning must take into account the dynamics of technological change, labor market needs, and modern pedagogical developments. This approach integrates traditional aspects of management with learning innovations that are responsive to the challenges of the 21st century. Strategic management of learning focuses not only on

operational efficiency, but also on the creation of added value through the development of competencies that are relevant to the future needs of learners. The evolution of the concept of strategic management in education reflects a paradigm shift from a teacher-centered approach to a student-centered approach *learning*. This requires the development of more flexible and adaptive strategies, which are able to accommodate the diversity of learning styles, interests, and abilities of students. Modern strategic management in learning must also consider aspects of students' well-being and mental health as an integral part of the educational process. (Nirmayanthi et al., 2024)

Fred R. David developed a strategic management process model consisting of three main stages that are interconnected and form a continuous cycle. This model is designed to provide practical guidance for organizations in developing and implementing effective strategies.

Strategy Formulation

Strategy formulation is the most fundamental stage of strategic planning. This stage begins with the development of the organization's vision and mission. A vision is an aspirational picture of the future an organization wants to achieve, while a mission is a statement that describes the unique goals and scope of the organization's operations. David identifies nine key components of an effective mission statement, namely customers, products or services, geographic markets, technology, commitment to survival, organizational philosophy, self-concept, concern for employees, and concern for public image.

Strategy Implementation

Strategy implementation is the most challenging stage because it involves transforming strategic plans into concrete actions. David emphasized that even the best strategies will fail if they are not implemented effectively. This stage begins with the setting of annual goals which are short-term milestones to achieve long-term goals. Annual goals should be consistent with long-term goals, measurable, challenging yet realistic, have clear priorities, and be supported by adequate resource allocation.

Strategy Evaluation

Strategy evaluation is an ongoing process to ensure that the implemented strategy is still relevant and effective in achieving organizational goals. David emphasized the importance of strategy evaluation in an era of globalization and rapid technological change, where the assumptions underlying strategy can change very quickly.

Life Skills in Education

Life skills are defined as psychosocial and interpersonal abilities that help individuals make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathize with others, and manage their lives in a healthy and productive way. Life skills are the ability to behave adaptively and positively that allows individuals to effectively cope with the demands and challenges of daily life. This concept developed in response to the need to prepare individuals for the increasingly dynamic and challenging complexities of modern life. (Nisa & Rustyawati, 2022) In the context of developmental psychology, life skills are understood as the result of neuroplasticity that allows the brain to adapt and develop new neural connections throughout life. The neurogenesis process that occurs during a critical period of development demonstrates the importance of early intervention in the development of life skills. Research shows that executive functions that are the basis of life skills develop optimally when individuals receive the right stimulation in a supportive environment. (Salamul'in et al., 2022)

In the era of artificial intelligence and automation, the concept of life skills is evolving with an emphasis on uniquely human skills that cannot be replaced by technology. Emotional intelligence, creativity, complex problem-solving, and ethical reasoning are becoming increasingly important as competitive advantages. Life skills should also include digital wisdom that allows individuals to use technology wisely and responsibly.

Research Results**Formulation of Learning Strategies Based on PUI Intisab***Internal Analysis and Integrated Vision Setting*

The SWOT analysis approach carried out by madrasas reflects the application of strategic management in education which emphasizes the importance of understanding internal strengths as the foundation of institutional development. The historical prominence as the oldest institution in Majalengka provides legitimacy and public trust that has been tested for a century, while direct management by the DPP since 2019 shows the commitment of the parent organization to improve the quality of education. The vision that integrates the values of Intisab PUI with the tag line MAQB (Madrasah Adab Qur'an and Language) shows awareness of the importance of unique identity as a competitive differentiator in an increasingly competitive educational landscape.

Long-Term Goals and Focus on Skill Development

Systematic long-term planning over 6 years reflects a deep understanding of the process of character and competency building that takes time and consistency. The integrated program from MTs to MA shows the application of a spiral approach in character development, where values and skills are gradually deepened according to the stage of students' psychological development. The special focus on robotics and digital literacy shows the futuristic vision of madrasas in preparing graduates to face the digital era, while maintaining spiritual identity through Intisab PUI and Islahu Tsamaniyah as a moral-ethical foundation in the use of technology.

PUI-an Values Infusion Strategy in Learning

The infusion strategy applied shows a sophisticated understanding of the integration of values in the curriculum, where spiritual values are not treated as separate subjects but become the spirit that lives the entire learning process. This approach reflects a holistic philosophy of Islamic education, where science is inseparable from the spiritual and moral dimensions. By introducing the historical context and the contribution of Islamic civilization in mathematics, students gain not only technical competence but also spiritual pride and an understanding that the advancement of science and technology is in line with Islamic values, thus eliminating the dichotomy between religious science and general science.

Formulation of Strategies to Know Student Needs

A systematic approach in recognizing the needs of students shows the application of the principles of developmental psychology and professional counseling guidance. The stratification of needs by grade level reflects the understanding that each stage of adolescent development has specific developmental tasks. The adaptation phase in grade 10 pays attention to the transition period from junior high school which requires adjustment to the environment and new expectations, the consolidation phase in grade 11 which anticipates the emergence of problems in middle adolescence, and the career orientation phase in grade 12 which prepares for the transition to higher education or the world of work. The use of questionnaire instruments demonstrates a commitment to a data-driven approach in understanding the individual characteristics and needs of students.

Sincerity-Based Self-Awareness Development Strategy

The innovation of the snake and ladder games method for the development of self-awareness shows creativity in adapting counseling approaches that are in accordance with the characteristics of adolescents who like interactive and fun activities. This approach reflects the principle of active learning where students are physically and emotionally involved in the process of self-reflection. Reflective questions about hobbies, ideals, and strengths are designed to facilitate a deep introspection process, helping students recognize potential and direction of self-development. Integration with the value of sincerity in the context of PUI shows an effort to direct self-awareness not only to psychological but also spiritual aspects, where self-understanding is the path to sincerity in worship and service.

Implementation of Intisab PUI Based Learning Strategy*Implementation of the Superior Program of the Qur'an*

The collaboration with the Ummi Foundation shows the seriousness of madrasahs in presenting national standards in Qur'an learning, while recognizing internal limitations that need to be strengthened through strategic collaboration. The target of 2 juz memorization and the certification of 80% of teachers show realistic but challenging ambitions, reflecting the balance between idealism and pragmatism in setting graduate competency standards. The Qur'an teacher certification program shows a long-term vision where graduates not only become consumers of Qur'anic knowledge but also regenerate competent teachers, thereby creating sustainability in program development. This approach also shows an understanding that the quality of learning the Qur'an is highly dependent on the pedagogical competence of teachers, not just reading skills.

Implementation of a Comprehensive Digital Literacy Program

A comprehensive digital literacy program demonstrates a deep understanding that mastery of technology is not enough only in the technical aspect, but must include the dimensions of ethics, security, and digital culture. The gradual structure of basic skills in class X, the development of creativity in class XI, to the application of entrepreneurship in class XII reflects the principle of scaffolding in learning, where the complexity of skills is gradually increased according to the cognitive maturity of students. The integration of digital entrepreneurship training in grade XII shows the practical vision of the madrasah in preparing graduates not only as users of technology but also as creators of economic value through the use of digital technology, as well as equipping them with skills relevant to the demands of the future job market.

Implementation of Leading Technology Programs

The pioneering of madrasahs in implementing *coding* learning since 2016 and AI since 2019 shows a futuristic vision and anticipatory ability to develop technology, even preceding government policies in this regard. The early adoption strategy for emerging technology shows a serious commitment to positioning itself as a pioneer in technology education at the madrasah level. The robotics competency targets that focus on simple *coding* and IoT applications demonstrate a realistic approach that takes into account time and resource constraints, yet remains relevant to the needs of industry 4.0. The integration of robotics, AI, and IoT in the curriculum reflects the understanding that the technologies of the future are convergent and interconnected, so students need to be equipped with a holistic understanding of the digital technology ecosystem.

Project-Based Learning Implementation

The application of Project-Based *Learning* demonstrates a modern pedagogical understanding that recognizes that meaningful learning occurs when students are actively engaged in the construction of knowledge through hands-on experience. This approach reflects the paradigm shift from teacher-centered to student-centered *learning*, where the role of teachers changes from informants to learning facilitators. The emphasis on students' active interaction and engagement shows an awareness that the digital generation has different learning characteristics, requires more dynamic stimulation and is relevant to real-life contexts. The project-based approach also facilitates the development of soft skills such as collaboration, communication, and problem-solving that are needed in the 21st century workplace.

Implementasi Program VOC (Vocational Of Camp)

The VOC program shows the implementation of the concept of service *learning* that integrates academic learning with community service, creating a meaningful learning experience while developing students' social awareness. The focus on the balance of *hablum minallah* and *hablum minannas* reflects an Islamic holistic understanding of life that does not separate between a vertical relationship with Allah and a horizontal relationship with fellow human beings. The intensive one-week duration is designed to provide *an immersive experience* that can transform students' perspectives and character through direct contact with the social

realities of society. This program also functions as a laboratory for the application of the values of Intisab PUI in a real context, where students learn to implement the principles of sincerity, devotion, and social care in concrete actions.

Evaluation and Impact of PUI Intisab-Based Learning Strategies

Long-Term Success Indicators

The success indicators set show the long-term vision of the madrasah which is not limited to academic achievements alone, but to the commitment of graduates to contribute to the PUI organization as a manifestation of the internalization of the values that have been learned. This approach reflects the concept of sustainable education, where educational output is measured by the sustainability of engagement in the organization's mission.

The strategy of directing grade XII students to create KTA and take part in the Intisab Training shows the systematization of the transition process from students to active cadres, ensuring that there is no gap in the regeneration process. This indicator also reflects success in fostering *a sense of belonging* and commitment to organizational values, which is a true measure of the success of character education.

Evaluation of Integrated Graduate Competency Standards (SKL)

Project-based evaluations that collaborate with various subjects show the application of *authentic assessments* that measure students' ability to integrate knowledge and apply it in a real context. This approach reflects a shift *from assessment of learning* to *assessment for learning*, where evaluation not only measures achievement but also facilitates a more in-depth learning process. The ability to study and collaborate across disciplines shows the development of higher-order thinking skills that are indispensable in facing the complexity of 21st century challenges. *Project-based* assessments also allow for the measurement of *soft skills* such as collaboration, communication, and creativity that are difficult to measure through conventional tests, providing a more holistic picture of student competencies.

Competency-Based Life Skills Evaluation

Competency standards that require the ability to generate economic value even on a small scale show a pragmatic approach in entrepreneurship education, where students not only learn theory but must be able to apply it in the form of real efforts. This approach creates an entrepreneurial mindset from an early age and provides hands-on experience of market mechanisms and value creation. Meanwhile, the competence of comprehensive worship practices to the embalming of the body shows the preparation of students to become members of society who can contribute to various aspects of religious life. The integration of worldly competencies (*entrepreneurship*) and *ukhrawi* (worship) reflects a holistic Islamic educational philosophy, where success is measured by the balance of achievement in both dimensions of life.

Character Building Evaluation

The advantage of not having too many students creates ideal conditions for intensive and personalized character education, allowing teachers to give greater individual attention in the process of character formation. The repetition of the values of Intisab PUI through various routine activities (ceremonies, morning dhikr, taklim islah) shows a consistent reinforcement strategy in character building, where values are instilled through various channels continuously until they are internalized. Evaluation of concrete behavioral changes such as the elimination of bullying and the use of abusive words showed success in changing students' interpersonal cultures, which is a tangible indicator of internalization of the values of compassion and honesty. An evaluative approach that measures the behavioral manifestations of the values taught reflects an understanding that true character is seen from real actions, not just conceptual knowledge.

Discussion of Research Results

Formulation of Learning Strategies Based on PUI Intisab

Internal Analysis and Integrated Vision Setting

The process of formulating learning strategies at Madrasah Aliyah Daarul Uluum PUI Majalengka began with a comprehensive analysis using the *SWOT (Strengths, Weaknesses,*

Opportunities, Threats) approach. The findings of the study show that madrasas conduct an in-depth study of their internal strengths, as revealed by the Head of Madrasah that "the strength among them is that one of the schools may be the only school in Majalengka and the first school is in Majalengka, if the age count is old, we are actually 100 years old." Historical excellence as the oldest educational institution in Majalengka with a century of experience provides strong social legitimacy and tested public trust. This is in line with the theory of resource-based competitive advantage put forward by Barney (1991), where valuable, scarce, difficult to replicate, and irreplaceable resources become the foundation of sustainable excellence. The historical experience of madrasas meets these criteria as a unique organizational asset.

Long-Term Planning and Competency Development Focus

The formulation of long-term goals shows a structured systematics with a time horizon of 6 years which includes the MTs to MA levels. The Deputy Head of Curriculum explained that "the long-term goal in this madrasah is none other than Intisab PUI and Islahu Tsamaniyah, there are 8 points of improvement so that it becomes a long-term program in general for 6 years."

This integrated 6-year program reflects a deep understanding of the process of character and competency formation that requires time and consistency. This is in line with the theory of character development put forward by Lickona (1991), which emphasizes that character formation is a long-term process that requires continuous reinforcement through various learning experiences. The specific focus on developing technological skills shows the futuristic vision of madrasas in preparing graduates to face the digital era.

The choice of focus on robotics and digital literacy shows the anticipation of the demands of 21st century competencies, where technological literacy is one of the fundamental skills. The integration between spiritual development through the PUI Intisab and the mastery of technology reflects a holistic philosophy of Islamic education, where there is no dichotomy between religious science and general science. This approach is in line with the concept of integrated Islamic education developed by Al-Attas (1993), which emphasizes the integration of spiritual and material dimensions in the learning process.

Values Infusion Strategy in Integrated Learning

The results of the study show that madrasas develop strategies to infusion the values of Intisab PUI into all subjects, not as separate subjects. The Deputy Head of Curriculum explained that "all subjects are infused with PUI values. So that in each subject there will be a new color, so for example, when the child learns mathematics, for example, so not only learning calculations like that, but being introduced to the history of mathematics in Islam."

This infusion strategy shows the sophistication of understanding the integration of values in the curriculum, where spiritual values are not treated as separate components but become the spirit that lives the entire learning process. This approach reflects a holistic philosophy of Islamic education, as put forward by Wan Daud (1998), which emphasizes that science cannot be separated from the spiritual and moral dimensions.

Systematic Strategy for Recognizing Individual Needs of Students

The approach to recognizing the needs of students shows a structured systematics and is based on empirical data. The BK teacher explained that "usually we, I am as a BK teacher, we start at the beginning of the semester of the new school year we give a questionnaire to each batch or each class. And also besides that, I usually already have an overview for grade 10, usually I already have an overview in terms of the adaptation process."

The use of questionnaire instruments as a data collection tool shows a commitment to a scientific approach in understanding student characteristics. This is in line with the principles of guidance and counselling developed by Gibson and Mitchell (2008), which emphasize the importance of comprehensive assessment as a basis for designing appropriate interventions.

Implementation of Intisab PUI Based Learning Strategy*Implementation of the Superior Program of the Qur'an*

The implementation of the Qur'an program shows a strategic approach through cooperation with external institutions that have specific competencies. The Head of the Madrasah explained that "in terms of the Qur'an, we have also collaborated with a third party, namely the ummi foundation and our excellence in addition to reading with tartil we are also certified teachers because we have a special Qur'an certification exam."

The collaboration with the Ummi Foundation shows the madrasah's awareness of the importance of national standards in Qur'an learning, while acknowledging internal limitations that need to be strengthened through strategic collaboration. This is in line with the strategic management theory of partnership developed by Porter and Kramer (2011), where strategic cooperation can create added value that cannot be achieved individually.

Implementation of a Comprehensive Digital Literacy Program

The digital literacy program is implemented with a holistic approach that includes four fundamental dimensions. The Deputy Head of Curriculum explained that "Digital Literacy includes four main elements that will be studied while at this school, the first of which is Digital Skill, Digital Safety, Digital Ethics, Digital Culture."

These four dimensions reflect a deep understanding that mastery of technology is not enough just in the technical aspect, but must include the dimensions of security, ethics, and digital culture. This approach is in line with the digital literacy framework developed by Gilster (1997), which emphasizes that digital literacy involves the critical ability to use technology responsibly and effectively.

Implementation of Leading Technology Programs

The madrasah' pioneering in adopting emerging technology shows an extraordinary anticipatory vision. The Head of the Madrasah emphasized that "Alhamdulillah, when the government is now launching *Coding* and AI learning, we have started learning *coding* from 2016 and have learned to start learning AI from 2019."

The early adoption of *coding* learning since 2016 and artificial intelligence since 2019, even before it became a government policy, shows exceptional institutional foresight capabilities. This is in line with the theory of innovation in education developed by Rogers (2003), where early adopters have high risk-taking characteristics and the ability to anticipate future technological trends.

Implementation of Project-Based Learning

The implementation of project-based learning shows a paradigm shift from teacher-centered to *student-centered learning*. The Head of the Madrasah explained that "Our approach to learning is to use Project Based *Learning* so that the child is more enthusiastic because indeed when they learn there is a project so that they are not bored, not just sitting and listening and writing because there is a project so they can have more interaction."

The implementation of project-based learning reflects a modern pedagogical understanding that recognizes that meaningful learning occurs when students are actively engaged in the construction of knowledge through hands-on experience. This is in line with the theory of constructivism developed by Piaget (1977), where students build understanding through active interaction with the learning environment.

Implementation of Community Service Programs (VOC)

The *Vocational Of Camp* (VOC) program shows the implementation of the concept of service-based learning that integrates academic learning with social responsibility. The Deputy Head of the Madrasah for Curriculum explained that "this VOC activity is a community service activity that focuses more on service and the problem of the relationship between *hablum minallah* and *hablum minannas*."

The VOC program reflects the implementation of *service learning* that creates a meaningful learning experience while developing students' social awareness. This is in line with the *service learning* theory developed by Jacoby (1996), where academic learning is integrated with community service to create a transformative experience for students.

Evaluation and Impact of PUI Intisab-Based Learning Strategies*Long-Term Success Indicators*

The evaluation of the program's success shows a unique approach with a focus on the sustainability of graduate involvement in PUI organizations. The Head of the Madrasah sets the main indicator: "If in fact for Aliyah it is that they want to take part again in PUI, especially for class XII after completing the exam they are directed to make KTA and take part in the Intisab Training and strive for them to actively participate in PUI."

This success indicator shows the long-term vision of the madrasah that goes beyond mere academic achievements, but measures the commitment and loyalty of graduates to the organization's mission. This is in line with the concept of organizational commitment developed by Meyer and Allen (1991), where true commitment is reflected in ongoing involvement in the organization after there is no formal obligation.

Evaluation of Integrated Graduate Competency Standards

Evaluation uses a holistic approach that integrates various subjects in the form of project-based assessments. The Head of the Madrasah explained: "The supporting indicators of success look at the SKL that has been made, especially in general lessons, they can make a project that collaborates with several subjects, it means that they already understand because the project can be studied today is one of the indicators of the success of the main project in general lessons."

Project-based evaluations that combine a variety of subjects demonstrate the application of authentic assessments that measure students' ability to integrate knowledge and apply it in real-world contexts. This is in line with the theory of authentic assessment developed by Wiggins (1993), where assessment measures not only information memory but the ability to apply it in complex situations that resemble real-world challenges.

Evaluation of Life Skills Based on Practical Competency

Life skills evaluations demonstrate an approach that integrates the material and spiritual dimensions in one comprehensive assessment framework. In the aspect of vocational skills, the Head of the Madrasah sets specific parameters: "for entrepreneurship and digital literacy, they must be able to create and produce an online or offline entrepreneur who can already produce that they can use the results even if they are small."

Competency standards that require the ability to generate real economic value, albeit on a small scale, show a pragmatic approach to entrepreneurship education where students not only learn theory but must be able to apply it in the form of real ventures. This is in line with the theory of entrepreneurship education developed by Gibb (2002), which emphasizes the importance of learning with hands-on practice in developing entrepreneurial mindsets and skills.

CONCLUSIONS

Based on the results of data analysis, it can be concluded that the formulation of a life skills learning strategy based on Intisab PUI at Madrasah Aliyah Daarul Uluum PUI Majalengka was carried out thoroughly through an analysis of internal strengths and weaknesses to establish an integrated vision that integrates the values of Intisab PUI with the academic identity of the madrasah, which then gave birth to the concept of "cute students" as a distinctive characteristic. The long-term planning was prepared over six years covering the MTs to MA levels with an emphasis on developing technological skills such as robotics and digital skills, without neglecting the spiritual values of Islahu Tsamaniyah. The integration of Intisab PUI values is applied to all subjects holistically, supported by data-based student needs mapping and creative reflective methods. In its implementation, this strategy has been successfully realized through various excellent programs such as learning the Qur'an in collaboration with the Ummi Foundation with the target of memorizing two juz, digital competency development that covers four main dimensions, student-centered project-based learning, and community service programs that integrate academic and social aspects. In addition, extracurricular activities and multi-level spiritual coaching also strengthen the

character formation of students. The evaluation showed significant results, characterized by high commitment of graduates to PUI scores, increased academic achievement, positive behavior changes, and mastery of technological and vocational skills. Students also experience increased confidence and leadership skills. Despite challenges such as a dual assessment system and teamwork, madrasas remain committed to making continuous improvements to optimize the effectiveness of learning and the development of students' life skills.

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