

Optimizing Prophetic Life Skills in Islamic Boarding Schools: Evidence in Indonesia

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ABSTRACT : Pesantren has great potential in shaping character and equipping students with relevant life skills through the Prophetic Life Skill approach, which is the integration of spiritual values, morals, and practical skills based on prophetic teachings. This research aims to explore the strategy of implementing Prophetic Life Skills at Pesantren Rahmatan Lil 'Alamin Patianrowo Nganjuk and the challenges faced. This pesantren is interesting because it is able to survive and develop in the midst of limited funds, infrastructure, and the majority of students from the poor, through cadre programs and innovative business units. The research used a qualitative approach with a case study method. The results showed that the pesantren successfully implemented the four main dimensions of Prophetic Life Skills: (1) independence, through involving santri in productive activities and business management; (2) entrepreneurship, based on local potential with an Islamic work ethic; (3) leadership, through regeneration and santri organizations; and (4) communication and collaboration through social training and da'wah. This application forms santri who are religious, productive, and ready to face the challenges of the times. This model shows high relevance to Islamic values and can be an alternative to sustainable pesantren education in human resource development.

Key words: Life Skill, Prophetic, Islamic Boarding School, Entrepreneurship, Leadership

INTRODUCTION

In the modern era, rapid social and economic developments require individuals to possess life skills that are not only academic but also practical and adaptive. Educational systems that overly emphasize cognitive aspects without strengthening life skills risk producing generations that are less prepared to face contemporary challenges. (Sharma, 2026) In the context of Islamic education, Islamic boarding schools (pesantren) as traditional educational institutions have great potential to shape character and equip students with the skills necessary for social life. (Astuti & Winarti, 2026)

However, many pesantren still face challenges in developing students' skills to become independent and competitive. (Qomarudin & Yani, 2026) One of the main issues is how to equip students with skills that are not only based on religious knowledge but also relevant to the demands of the professional world and entrepreneurship. (Ibrahim et al., 2026) Many students encounter difficulties entering the workforce or starting independent businesses due to limited experience and insufficient practical skill development. (Ibrahim et al., 2026)

As a solution, the prophetic life skills approach emerges as an educational model that integrates prophetic values into the development of students' life skills. (Nurhasanah et al., 2026) This approach not only builds practical competencies but also strengthens the spiritual and moral dimensions that serve as the foundation of Islamic education. (Khoiriah & Sujanto, 2026) In this regard, pesantren play a crucial role in implementing prophetic life skills through practice-based learning, entrepreneurship, leadership, as well as communication and collaboration. (Albakhar et al., 2026)

Traditionally, pesantren education has been closely associated with the teaching of normative and textual Islamic sciences. (Ersady et al., 2026) However, as societal challenges evolve, there is an increasing demand for pesantren to equip students with relevant life skills, including social, entrepreneurial, communication, and leadership skills. (Nasrullah, 2026) In this context, the concept of prophetic life skills emerges as an integrative approach that combines spiritual, moral, and practical competencies based on Islamic values. (Al-Ajmi & Dhuhaihi, 2026)

One pesantren that has developed this approach is Rahmatan Lil 'Alamin Islamic Boarding School in Patianrowo, Nganjuk, which integrates religious education with student independence programs. Through various business units, student organizations, and practice-based learning methods, this institution seeks to produce students who not only possess strong religious understanding but also applicable life skills. (Affandi, 2024)

An interesting phenomenon, which also represents a research gap, is that Rahmatan Lil 'Alamin Islamic Boarding School has been able to survive and grow significantly despite facing challenges such as limited funding, inadequate infrastructure, and a majority of students coming from underprivileged backgrounds. Under these conditions, the pesantren has successfully developed a sustainable educational model through cadre programs and innovative business units that generate significant revenue. The outcomes of these business units not only support the operational costs of the pesantren but also provide scholarships and financial assistance

for disadvantaged students. Nevertheless, the implementation of prophetic life skills development strategies in this pesantren has not yet been fully systematic. There are still challenges in terms of structured curriculum design and limitations in human resources and supporting facilities for optimal program development. (Affandi, 2024)

Therefore, this study is important to conduct in order to explore in depth the strategies for implementing prophetic life skills at Rahmatan Lil 'Alamin Islamic Boarding School in Patianrowo, Nganjuk, as well as to identify the challenges and sustainability potential of its implementation.

METHOD

This study employs a qualitative approach using a case study method to explore the strategies for implementing prophetic life skills in Islamic boarding school (pesantren) education. The research design is descriptive-exploratory, aiming to understand patterns, challenges, and the effectiveness of implementing life skills based on prophetic values.

The study was conducted at Rahmatan Lil 'Alamin Islamic Boarding School, located in Gebangsiwil Hamlet, Bukur Village, Patianrowo District, Nganjuk Regency, Indonesia. The sample was selected using purposive sampling, with the criterion that the pesantren explicitly implements a prophetic life skills program. The informants consisted of pesantren administrators, teachers (ustaz), and students (santri) involved in the life skills programs.

Data were collected through three main techniques. First, in-depth interviews were conducted with pesantren leaders, teachers, and students to obtain comprehensive insights. Second, participant observation was carried out to directly examine the implementation of prophetic life skills in students' daily activities. Third, documentation analysis was used to review the curriculum and institutional policies related to life skills development.

The data were analyzed using a thematic analysis approach, which involved data reduction, categorization, and conclusion drawing. To enhance the validity of the findings, this study applied source triangulation by comparing data obtained from interviews, observations, and documentation. In addition, member checking was conducted to ensure that the interpretations accurately reflected the participants' perspectives.

Ethical considerations were strictly maintained by ensuring participant confidentiality, obtaining informed consent prior to data collection, and ensuring that

the research process did not cause any harm to the participants. Therefore, this study not only emphasizes methodological rigor but also upholds ethical principles throughout the data collection and analysis process.(Kusumastuti et al., 2025)

RESULTS AND DISCUSSION

The Concept of Prophetic Life Skills

Prophetic life skills refer to a set of life competencies grounded in the teachings of the prophets, in which individuals are shaped to achieve a balance between moral, spiritual, and practical dimensions of life. In this perspective, life skills in Islam are not limited to social and economic aspects; rather, they function as a means of building strong character while maintaining harmony between worldly life and the hereafter. This aligns with the fundamental principles of Islamic education, which emphasize the simultaneous development of moral integrity and intellectual capacity.(Maidugu & Isah, 2024)

In general, life skills can be categorized into three main domains: (1) personal skills, including critical thinking, self-management, and decision-making; (2) social skills, encompassing communication and teamwork; and (3) vocational skills, which include entrepreneurship and technical abilities. From a prophetic perspective, these skills must be grounded in Islamic values exemplified by the prophets, such as shiddiq (truthfulness), amanah (trustworthiness), tabligh (effective communication of truth), and fathonah (intelligence and wisdom).(Rahman et al., 2026)

Prophetic life skills also serve as a foundation for developing resilient individuals in the face of modern challenges. In this context, life skills are not merely tools for survival but also serve as a medium for continuous self-transformation.(Lessy et al., 2025) Life skills education rooted in prophetic values enables learners not only to master technical competencies but also to possess integrity and moral steadfastness in decision-making.(Juthi et al., 2025) Therefore, Islamic education that integrates prophetic life skills is capable of producing individuals who are both spiritually grounded and professionally competent, contributing actively to the development of a just and civilized society.(Ajhuri, 2024)

This approach is also consistent with the objectives of national education, which aim to develop learners into individuals who are faithful, pious, knowledgeable, and socially responsible. In practice, prophetic life skills-based education can be implemented through the habituation of ethical values in learning activities, character development through extracurricular programs, and entrepreneurship training that

upholds principles of honesty and ethical integrity. This demonstrates that spirituality is not a barrier to skill development; rather, it serves as an ethical foundation that frames the entire educational process. (Soleh, 2026)

Furthermore, the integration of prophetic life skills in Islamic education is highly relevant to the demands of the 21st century, which emphasize soft skills and character building as core competencies. (Uyuni & Adnan, 2020) In this regard, the model of prophetic education offers an alternative paradigm that does not solely focus on academic achievement but also on holistic personality development. (Ashfaq & Imran, 2025) Through the exemplary lives of the prophets, learners are guided to develop a life vision that transcends purely worldly concerns. Values such as the patience of Prophet Ayyub, the firmness of Prophet Musa, and the diplomatic intelligence of Prophet Yusuf can serve as contextual learning references that address cognitive, affective, and psychomotor domains in a balanced manner.

The Role of Islamic Boarding Schools (Pesantren) in Developing Prophetic Life Skills

As Islamic educational institutions, pesantren play a significant role in fostering life skills based on prophetic values among students (santri). Zarkasyi identifies three primary functions of pesantren: as centers for religious learning (ta'lim), character development (tarbiyah), and economic empowerment (tamkin). Through these roles, pesantren not only provide religious instruction but also equip students with life skills that are aligned with Islamic teachings. (Muqoyyidin et al., 2025)

Research conducted by Ma'arif indicates that several pesantren have implemented skill-based programs rooted in the creative economy, such as agriculture, trade, and small-scale industries. However, these programs are often not systematically integrated into the pesantren curriculum. Therefore, developing a structured concept of prophetic life skills would further optimize the role of pesantren in fostering students' independence. (Nurjannah et al., 2025)

Integration of Formal and Nonformal Education in Pesantren

Within the pesantren education system, learning is generally divided into two main forms: formal education, which includes madrasahs or pesantren-based schools, and nonformal education, which consists of classical Islamic text studies (kitab kuning), extracurricular activities, and skills training programs. A study by Hidayat shows that students who receive a combination of formal and nonformal education tend to be better prepared to face both academic and social challenges. (Khoiruddin, 2026)

Additionally, research by Mulyadi suggests that entrepreneurship and leadership programs in pesantren significantly enhance students' independence and

strengthen their competitiveness in society. However, a major challenge in implementing these programs lies in the lack of standardized curricula and evaluation methods capable of comprehensively measuring students' skill development. (Hadi & Aditia, 2026)

Sustainable Education and the Implementation of Prophetic Life Skills

Sustainable education emphasizes learning processes that not only address present needs but also ensure continuity in responding to future challenges. In the context of pesantren, this approach can be applied by developing skills that benefit students not only during their time in the institution but also after they return to society. (Fajarudin et al., 2024)

The implementation of prophetic life skills in pesantren can be associated with several key principles of sustainable education, including:

1. **Transformative Learning**
A learning process that reshapes students' perspectives, enabling them to become more adaptive and innovative in addressing life challenges.
2. **Resilience Building**
Strengthening students' character through prophetic values such as patience (*sabr*) and reliance on God (*tawakkul*).
3. **Community-Based Education Model**
An educational approach that actively involves the pesantren environment and the wider community in developing students' life skills. (Falah & Nuh, 2025)

Research Findings

This study reveals several key findings regarding the implementation of prophetic life skills based on sustainable education at Pesantren Rahmatan Lil 'Alamin Patianrowo, Nganjuk. Based on interviews with the pesantren leader (*kyai*), students (*santri*), and alumni, as well as direct observations, it was found that the pesantren has implemented the principles of prophetic life skills through both formal and nonformal educational programs.

However, the implementation still requires a more systematic structure in order to achieve optimal outcomes. While the values and practices of prophetic life skills are already embedded in daily activities, they have not yet been fully integrated into a structured and measurable curriculum framework.

The following table presents various types of prophetic life skills developed in the pesantren within the framework of sustainable education.

Table 1. Types of Prophetic Life Skills Based on Sustainable Education in Pesantren

Type of Prophetic Life Skill	Learning Method	Outcomes Achieved
Independence	Practice-based learning (students are responsible for their daily needs)	Students become more independent in managing time and daily responsibilities
Entrepreneurship	Pesantren business unit programs (cooperatives, agriculture, and creative industries)	Students acquire basic business skills and small-scale business management competencies
Leadership	Cadreization of <i>ustadz</i> (teacher training and leadership regeneration programs)	The emergence of young leadership cadres within the pesantren and the wider community
Communication and Collaboration	Discussions, debates, and extracurricular activities	Students are able to communicate effectively and work collaboratively in teams

Based on these findings, it can be concluded that Pesantren Rahmatan Lil 'Alamin Patianrowo does not solely emphasize academic education, but also integrates sustainable education oriented toward the development of life skills grounded in prophetic values. This learning model enables students to become better prepared to face life's challenges and to contribute more effectively to society at large.

Results and Discussion

The findings of this study indicate that pesantren play a significant role in shaping prophetic life skills through an integrative approach that combines both formal and nonformal education. These findings are consistent with previous research by Ma'arif, which highlights the substantial potential of pesantren in developing students' character and skills holistically. (Hermanto Halil, 2025)

In this context, prophetic life skills encompass not only practical competencies but also spiritual and moral dimensions grounded in Islamic teachings. For instance, students' independence is not merely taught as a survival skill; rather, it is closely linked to the Islamic concepts of *ikhtiar* (effort) and *tawakkul* (trust in God). This principle reflects a balanced worldview in which human endeavor is harmonized with spiritual reliance on divine will.

This perspective is aligned with the teaching found in the Qur'an, Surah Al-Baqarah [2]: 286:

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا لَهَا مَا كَسَبَتْ وَعَلَيْهَا مَا اكْتَسَبَتْ رَبَّنَا لَا تُؤَاخِذْنَا إِنْ نَسِينَا أَوْ أَخْطَأْنَا رَبَّنَا
وَلَا تَحْمِلْ عَلَيْنَا إصْرًا كَمَا حَمَلْتَهُ عَلَى الَّذِينَ مِنْ قَبْلِنَا رَبَّنَا وَلَا تُحَمِّلْنَا مَا لَا طَاقَةَ لَنَا بِهِ وَاعْفُ عَنَّا وَاعْفِرْ لَنَا
وَأَرْحَمْنَا أَنْتَ مَوْلَانَا فَانصُرْنَا عَلَى الْقَوْمِ الْكَافِرِينَ

“Allah does not burden a soul beyond that it can bear. It will have [the consequence of] what [good] it has earned, and it will bear [the consequence of] what [evil] it has committed...” (Qur’an 2:286)

This verse emphasizes that each individual possesses a unique capacity in facing life’s challenges. In the context of pesantren education, the development of independence skills is carried out by taking into account the students’ potential and limitations. As a result, learners are able to grow in accordance with their natural disposition (fitrah) and individual capabilities.

This study further reveals several key findings regarding the implementation of prophetic life skills based on sustainable education at Pesantren Rahmatan Lil ‘Alamin Patianrowo, Nganjuk.

1. Independence: Building Resilient Character in Students’ Lives

Independence constitutes one of the primary pillars in the development of prophetic life skills within pesantren. Through a practice-based learning system, students are trained to take responsibility for their own daily needs.

The findings at Pesantren Rahmatan Lil ‘Alamin Patianrowo, Nganjuk indicate that the value of independence serves as a fundamental foundation in shaping students’ character. This pesantren consistently implements a practice-oriented learning system in which students are actively involved in various activities that support the development of prophetic life skills. Students are not only engaged in classroom learning but also participate directly in managing the pesantren’s business units, such as agriculture, livestock farming, and entrepreneurial ventures.

These activities not only provide practical work experience but also foster responsibility, creativity, and financial independence among students. In this context, students from underprivileged (dhuafa) backgrounds are also empowered to meet their own needs through productive activities, without neglecting their primary obligation as learners.

This demonstrates that the value of independence instilled by the pesantren is not merely rhetorical; rather, it is translated into concrete practices that have a direct and meaningful impact on students' lives.



Figure 1. Students' Mutual Cooperation (Gotong Royong) and Craft Production Activities

This concept is not merely aimed at equipping students with survival skills, but also at instilling the awareness that every effort must be accompanied by hard work and sincerity. This principle is in line with the teaching found in the Qur'an, Surah Ar-Ra'd [13]: 11:

لَهُ مَعْقَبَاتٌ مِّنْ بَيْنِ يَدَيْهِ وَمِنْ خَلْفِهِ يَحْفَظُونَهُ مِنْ أَمْرِ اللَّهِ إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا بِأَنْفُسِهِمْ وَإِذَا أَرَادَ اللَّهُ بِقَوْمٍ سُوءًا فَلَا مَرَدَّ لَهُ وَمَا لَهُمْ مِّنْ دُونِهِ مِنْ وَالٍ

“Indeed, Allah will not change the condition of a people until they change what is within themselves.” (Qur'an 13:11)

This verse highlights the importance of personal initiative and self-transformation as fundamental principles in human development. In this regard, Pesantren Rahmatan Lil 'Alamin Patianrowo, Nganjuk plays a crucial role in shaping students who are not only prepared to face academic challenges but also possess strong mental resilience to navigate life beyond the pesantren environment.

2. Entrepreneurship: Cultivating Independence and Creativity

Entrepreneurship represents a crucial component of prophetic life skills. The findings at Pesantren Rahmatan Lil 'Alamin Patianrowo, Nganjuk indicate that entrepreneurship training has become an effective strategy for fostering independence and creativity among students.

Through the management of various business units—such as organic farming, livestock production, garment production, and basic digital marketing services—students are trained to design, produce, and market products directly. In addition, they

are equipped with essential competencies in business management, financial record-keeping, and Islamic business ethics grounded in the values of honesty and barakah (divine blessing).

The outcomes of these business units also contribute to supporting the pesantren's operational costs and serve as a source of scholarships for underprivileged (dhuafa) students. Therefore, this pesantren successfully implements an integrative learning model that combines spiritual, social, and economic dimensions in a holistic manner. This approach fosters a generation of students who are not only religiously committed but also productive and economically self-reliant.



Figure 2. Students' Craft Products at Pesantren Rahmatan Lil 'Alamin

In this regard, the Qur'an, Surah Al-Qasas [28]: 77, emphasizes the importance of maintaining a balance between spirituality and economic endeavor:

وَأَبْغِ فِيهَا مَا آتَاكَ اللَّهُ الدَّارَ الْآخِرَةَ وَلَا تَنْسَ نَصِيبَكَ مِنَ الدُّنْيَا وَأَحْسِنَ كَمَا أَحْسَنَ اللَّهُ إِلَيْكَ وَلَا تَبْغِ الْفُسَادَ فِي الْأَرْضِ إِنَّ اللَّهَ لَا يُحِبُّ الْمُفْسِدِينَ

“But seek, through that which Allah has given you, the home of the Hereafter; and yet, do not forget your share of this world.” (Qur'an 28:77)

This verse highlights the importance of balancing spiritual aspirations with worldly responsibilities. In this regard, Pesantren Rahmatan Lil 'Alamin Patianrowo, Nganjuk not only equips students with religious knowledge but also provides them with economic skills that enable them to achieve financial independence in the future.

3. Leadership: Preparing Future Leadership Cadres

Leadership is a crucial aspect in the development of prophetic life skills within pesantren. Through student organizations and leadership training programs, students are taught how to make decisions, manage conflicts, and serve as role models within their communities.

The findings at Pesantren Rahmatan Lil 'Alamin Patianrowo, Nganjuk indicate that leadership development is not only carried out through internal student

organizations but also through a strategic ustadz cadreization program. Based on interviews, documentation, and observations, it was found that the pesantren has established a structured cadreization system aimed at preparing future educators.

The pesantren's leader, Gus Ridlwan Baidhowi, explained that this cadreization process is systematically implemented through intensive daily training focused on strengthening competencies in religious preaching (da'wah), organizational management, and entrepreneurial skills. This is further supported by an alumnus, Fathurrahman, who stated that the program significantly contributed to the development of his leadership abilities and soft skills, which are highly beneficial in both social life and professional settings.

Similarly, Hidayatullah, one of the active participants in the cadreization program, noted that the program has had a transformative impact on his life. In addition to deepening his religious knowledge, he has received training in leadership, communication, and entrepreneurship, as well as a full scholarship for higher education provided by the pesantren.

Therefore, this cadreization program not only produces leaders who are intellectually and spiritually competent, but also individuals who are independent, visionary, and well-prepared to contribute positively to society.



Figure 3. Ustadz Cadreization Program at Pesantren Rahmatan Lil 'Alamin

This is consistent with the teaching found in the Qur'an, Surah Al-Hajj [22]: 41:

الَّذِينَ إِنْ مَكَّنَّاهُمْ فِي الْأَرْضِ أَقَامُوا الصَّلَاةَ وَآتَوُا الزَّكَاةَ وَأَمَرُوا بِالْمَعْرُوفِ وَنَهَوْا عَنِ الْمُنْكَرِ وَلِلَّهِ عَاقِبَةُ الْأُمُورِ

"[They are] those who, if We establish them in the land, establish prayer, give zakah, enjoin what is right, and forbid what is wrong; and to Allah belongs the outcome of all matters." (Qur'an 22:41)

This verse emphasizes that leadership in Islam is not merely concerned with administrative authority, but also with exemplary conduct and social responsibility. In

this context, students who are actively involved in pesantren organizations demonstrate significant development in terms of discipline, decision-making courage, and the ability to manage teams effectively.

4. Communication and Collaboration: Enhancing Social Interaction and Teamwork

Communication and collaboration skills constitute an essential component of prophetic life skills. Students are encouraged to actively participate in discussions, debates, and extracurricular activities that develop their abilities in speaking, listening, and working collaboratively in teams.

The findings at Pesantren Rahmatan Lil 'Alamin Patianrowo, Nganjuk indicate that strengthening students' communication and collaboration skills is an integral part of fostering their independence. The pesantren actively organizes discussion forums, public speaking training sessions, and collaborative activities such as inter-student debates, sermon (khutbah) practices, and community-based da'wah simulations.

These activities are designed not only to train students in articulating ideas clearly and respectfully, but also to build self-confidence and teamwork skills. Students are involved in both the planning and implementation of various pesantren programs, requiring them to engage in dialogue, express opinions, and make collective decisions.

Interviews with students reveal that they have become more confident in public speaking and are better able to establish positive social relationships, both within and beyond the pesantren environment. This approach demonstrates that communication and collaboration are not merely tools for da'wah, but also serve as foundational pillars for students' independence and active participation in society.



Figure 4. Training Session Conducted by Gus Ridlwan Baidhowi at Pesantren Rahmatan Lil 'Alamin

This is aligned with the teaching found in the Qur'an, Surah An-Nahl [16]: 125:

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجِدْهُمْ بِالَّتِي هِيَ أَحْسَنُ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ

“Invite [others] to the way of your Lord with wisdom and good instruction, and argue with them in a manner that is best.” (Qur’an 16:125)

This verse underscores the importance of effective, ethical, and wise communication in conveying ideas and values. In this regard, Pesantren Rahmatan Lil ‘Alamin Patianrowo, Nganjuk provides an environment that enables students to develop public speaking skills, engage in dialogue with diverse audiences, and communicate ideas effectively.

As a result, students are not only able to gain a deep understanding of Islamic teachings, but also develop into competent communicators who can contribute positively to society.

Challenges and Implications

Although pesantren have implemented various life skills development programs, several challenges remain that require attention. One of the primary challenges is the lack of a structured curriculum standard for the development of prophetic life skills. Many existing programs are still informal in nature and largely depend on individual initiatives within the pesantren environment. (Sazali, 2025)

Compared to the study conducted by Hidayat, which emphasizes the importance of entrepreneurship education in pesantren, this study expands the scope by incorporating leadership and communication as integral components of prophetic life skills. This finding indicates that pesantren not only equip students with economic competencies but also foster strong leadership capacities. (Muhajir, 2025)

As a follow-up, further research is needed to explore the most effective methods for integrating prophetic life skills into the pesantren curriculum. Comparative studies involving other educational institutions may also provide broader insights into the effectiveness and adaptability of this approach.

CONCLUSION

This study demonstrates that the Rahmatan Lil ‘Alamin Patianrowo Nganjuk Islamic Boarding School has successfully implemented the concept of Prophetic Life Skills in an integrated manner within its educational system. Through a sustainable educational approach that combines formal and non-formal elements, this boarding

school not only focuses on cognitive and spiritual aspects but also actively equips students with life skills relevant to the challenges of the modern era.

The four main dimensions of Prophetic Life Skills successfully implemented include: (1) Independence, fostered by involving students in daily practical activities and managing productive business units, enabling them to learn responsibility and financial self-reliance; (2) Entrepreneurship, which instills a creative spirit and Islamic work ethic through business training based on local potential; (3) Leadership, developed through teacher training programs and student organizations to cultivate a generation of visionary and integrity-driven leaders; and (4) Communication and Collaboration, strengthened through public speaking training, discussion forums, and da'wah simulations that foster social skills and teamwork.

These four dimensions not only strengthen the students' future competitiveness but also shape them into individuals of strong character, who are religious, productive, and ready to make positive contributions to society. The implementation of Prophetic Life Skills in this Islamic boarding school demonstrates a strong alignment with Islamic values and can serve as a model for sustainable alternative education within the context of human resource development rooted in Islamic boarding schools.

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