

## Life Skills Development for Students Through Entrepreneurship

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**Abstract:** This study aims to: (1) analyze the development of students' life skills through entrepreneurship at Le Cendekia Nature School; (2) identify the supporting and inhibiting factors in the implementation of life skill development; and (3) examine the impact of entrepreneurship-based programs on students' character and competence. This research uses a qualitative descriptive method with pedagogical, educational management, and psychological approaches. Data were collected through observation, interviews, and documentation involving the school principal, life skill coaches, and students. The findings indicate that life skills are fostered through entrepreneurship activities such as ecoprinting, food processing, and the use of local natural resources, all designed as project-based learning. The implementation emphasizes experiential and contextual learning with strong mentoring. Supporting factors include the alignment of school vision and policies, availability of natural resources, and parental involvement. Meanwhile, inhibiting factors consist of limited facilities, a lack of advanced training for teachers, and insufficient access to broader markets. This study concludes that the integration of entrepreneurship into life skill education provides a strategic framework for shaping independent, responsible, and confident learners. These findings may serve as a reference for developing contextual and sustainable entrepreneurship curricula in nature-based educational institutions.

**Keywords:** Life skill; Entrepreneurship; Education

**Abstrak:** Penelitian ini bertujuan untuk: (1) menganalisis pembinaan life skill peserta didik melalui kewirausahaan di Sekolah Alam Le Cendekia; (2) mengidentifikasi faktor pendukung dan penghambat dalam pelaksanaan pembinaan life skill peserta didik melalui kewirausahaan di Sekolah Alam Le Cendekia; dan (3) mengkaji dampak pembinaan terhadap peserta didik. Penelitian ini menggunakan metode deskriptif kualitatif dengan pendekatan pedagogi, manajemen pendidikan, dan psikologi. Pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi yang melibatkan kepala sekolah, pembina keterampilan hidup, dan peserta didik. Hasil penelitian menunjukkan bahwa keterampilan hidup dibina melalui kegiatan kewirausahaan seperti ecoprinting, pengolahan makanan, dan pemanfaatan sumber daya alam setempat, yang semuanya dirancang sebagai pembelajaran berbasis proyek. Pelaksanaannya menekankan pembelajaran eksperiensial dan kontekstual dengan pendampingan yang kuat. Faktor pendukung meliputi keselarasan visi dan kebijakan sekolah, ketersediaan sumber daya alam, dan keterlibatan orang tua. Sementara itu, faktor penghambat terdiri dari keterbatasan fasilitas, kurangnya pelatihan lanjutan

*bagi guru, dan kurangnya akses ke pasar yang lebih luas. Studi ini menyimpulkan bahwa integrasi kewirausahaan ke dalam pendidikan keterampilan hidup memberikan kerangka strategis untuk membentuk pembelajar yang mandiri, bertanggung jawab, dan percaya diri. Temuan ini dapat menjadi referensi untuk mengembangkan kurikulum kewirausahaan kontekstual dan berkelanjutan di lembaga pendidikan berbasis alam.*

*Kata kunci : Keterampilan Hidup; Kewirausahaan; Pendidikan*

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## **Introductions**

Education is one of the main foundations for shaping individuals. The rapid development of the times, marked by sophisticated technology, requires each individual to continuously improve themselves (Hasan & Sintasari, 2025; Rofiq et al., 2025; Umam & Hasan, 2025). The development of life skills is one of the fundamental goals of national education, as it is directed at shaping students who are independent, adaptive, and able to face life's challenges. However, life skills such as independence, creativity, responsibility, and problem-solving abilities are still not sufficiently integrated into the formal learning system in Indonesia. The learning process focuses more on academic achievement and cognitive mastery, while other life skills, such as problem-solving abilities, have not been optimally integrated.

Based on reports from UNESCO and WHO, mastery of life skills has been proven to contribute to reducing unemployment and improving social welfare. (*Technical and Vocational Education and Training: What You Need to Know*, n.d.) Life skills-based education emphasizes the functionality of students in social life, not just based on formal certificates or academic achievements.

In reality, the education system in Indonesia is dominated by a conventional teacher-centered approach that pursues academic grades and pays little attention to contextual and applied learning. This is one of the reasons why many school and college graduates are not ready to face the realities of the working world. The high open unemployment rate (TPT) among college graduates is an indicator that the education system has not fully responded to the needs of the times, even though the industrial revolution requires a generation that is adaptive, innovative, and bold in taking initiative. (Arifa, 2024)

In the national education system, strengthening the character of students is one of the main objectives as stated in Law No. 20 of 2003 concerning the National Education System, which states that education aims to develop the potential of students to become people who are faithful and devout, have noble character, are healthy, knowledgeable, skilled, creative, independent, and become democratic and responsible citizens. (*Microsoft Word - UNDANG Undang No. 20 Tahun 2003*, n.d.) Life skills development is an integral part of this mission, as it encompasses dimensions that shape a well-rounded individual, meaning that students are not only intellectually capable but also socially and emotionally resilient.

Entrepreneurship education is not just about buying and selling, but also about instilling a mindset of creativity, problem-solving, and social networking. Entrepreneurship can be a strategic vehicle for developing students' life skills. This process is highly relevant to the development of soft skills and hard skills, which are at the core of life skills. Entrepreneurial activities also instill values such as responsibility, courage in taking risks, teamwork, and time management.

Le Cendekia Nature School (Leadership Cendekia Boarding School) is an innovation in education that combines a nature-based approach with contextual learning. Based on initial observations, researchers found that Le Cendekia Nature School has integrated entrepreneurship programs as part of its efforts to develop life skills. Activities that have been carried out include Le Food (food production), Le Shop (mini store management), Ecoprint, Crocheting, processing local natural materials, and many more, which are carried out by students in the form of real projects. This requires active involvement from the planning stage to the evaluation stage. Alam School uses an experiential learning approach, which is certainly very effective in fostering sustainable life skills.

Many studies show that approaches centered on active and contextual learning are far more effective in shaping life skills than conventional teacher-centered learning. One prominent learning approach is experiential learning. In this approach, students not only receive knowledge but also understand, reflect, and apply it in real life. Several studies have examined the role of entrepreneurship education in developing students' life skills. Research conducted by (Marzuki, 2023) shows that entrepreneurial integrity in learning can increase students' independence and responsibility. However, the study focused on formal schools and learning outcomes, without describing the coaching process that took place. According to another study by M. Imam Gojali, experiential learning is effective in improving students' social and problem-solving skills. However, the context of this study focused on classroom learning rather than the natural school environment or boarding schools.

Several studies have also discussed entrepreneurship education in Islamic educational institutions, but most of them focus on strengthening religious character and preparing graduates for work without systematically linking this to the development of life skills through project-based entrepreneurial activities. Meanwhile, studies on nature schools tend to highlight environment-based and experiential learning approaches with an emphasis on ecological aspects and character rather than entrepreneurship as the main strategy for developing life skills.

Based on this, the shortcoming of this study lies in the fact that there has been no in-depth qualitative descriptive study analyzing how entrepreneurial activities are designed and implemented as a strategy for developing students' life skills, looking not only at the form of the activities but also at the process and the role of supporting and inhibiting factors, as well as the impact on students when developing life skills.

### **Method**

This study uses a descriptive qualitative approach that aims to deeply understand and describe the process of developing students' life skills through

entrepreneurial activities that occur naturally in the school environment. The researcher uses this approach because it allows the researcher to explore educational phenomena comprehensively, contextually, and based on the real experiences of the research subjects. The research was conducted at Sekolah Alam Le Cendekia, an Islamic educational institution that integrates entrepreneurship programs as a means of developing students' life skills. The research was conducted over a period of approximately five months, starting from the initial observation stage, field data collection, and the data verification and analysis process.

The research subjects were determined using purposive sampling or informants who were deliberately selected based on considerations of their involvement, knowledge, and role in the implementation of the entrepreneurship program. The informants consisted of school principals, mentors, and students who were directly involved in activities such as Le Muamalah, Le Food, Le Shop, and so on. School principals were selected as the main informants to obtain data on the policies, objectives, and management of the entrepreneurship program. Mentors were selected to gain an understanding of how the activities influenced the development of students' life skills, and student informants were selected to gain an understanding of how these life skills development activities through entrepreneurship influenced their life skills development.

Three main methods were used to collect data: participatory observation, in-depth interviews, and documentation. Observation in data collection was not limited to communication with human behavior, as in interviews. (Lexy J. Moleong, 2010) Participatory observation was conducted by directly observing entrepreneurial activities to identify patterns of interaction, student participation, and life skills coaching practices. Observations were conducted several times during activities to collect in-depth and consistent data. In order for informants to speak openly about their experiences, perspectives, and thoughts, in-depth interviews were conducted in a semi-structured manner with flexible interview guidelines. Interviews were conducted in stages with the principal, mentors, and then students until the data obtained reached information saturation. Documentation was used as supporting data, such as photos of activities and students' work products.

To ensure data validity, this study uses triangulation techniques or data verification from various sources, using various methods and at different times, which include (1) source triangulation, conducted by comparing data obtained from various informants. (2) technique triangulation involves testing data credibility by checking the same data source using different techniques or methods. (3) time triangulation, in which this study collects data at different times to examine the consistency, depth, and accuracy of the data. (Djam'an Satori, 2014)

Data analysis in this study was conducted interactively and continuously using the Miles and Huberman model, which consists of three main stages: data reduction by selecting and prioritizing data relevant to the research objectives. To support the findings, the data is presented in the form of descriptive narratives and direct quotes from informants. Conclusions were drawn gradually by continuously verifying the results based on validated empirical data. The analysis process took

place simultaneously with data collection, allowing for reflective deepening and refinement of the research focus. (Sumandi Suryabrata, 2012)

## **Result and Discussion**

### **Result**

#### **Life Skills Development of Students Through Entrepreneurship at Le Cendekia Nature School**

Based on the results of interviews, observations, and documentation at Le Cendekia Nature School, the development of students' life skills is carried out through a series of entrepreneurship activities that are systematically designed and integrated into the curriculum. This program includes the development of technical skills, attitudes, and character values necessary in everyday life.

#### **The forms and types of entrepreneurship activities managed by Le Cendekia Nature School**

Based on the results of observations and research interviews, it appears that the life skills of students at Sekolah Alam Le Cendekia are realized through project-based learning. These activities include food production (Le Food), school shop management (Le Shop), ecoprinting, screen printing, crocheting, photography, and management of local natural resources. These activities are carried out directly in the production and management processes. In an interview, the principal stated:

*"After each harvest, students buy and sell within the school environment... they sell every week, both offline and online, and what they sell can be garden produce, butterfly pea tea, or the students' own creations. The name of the selling activity program is Le Muamalah."*

In the interview results, the coach emphasized that:

*"After every harvest, students engage in buying and selling within the school environment. For major events such as Le Food, which is held annually, there is also a weekly program called Le Muamalah, which they conduct every week. This is not just about selling, but also about how they prepare products, manage finances, and collaborate with other students."*

In addition, the students also revealed in their interviews:

*"During Le Muamalah activities, I used to sell tea and crocheted items, usually on Tuesdays and Fridays. We sell at school every week, and we also sometimes participate in bazaars or activities outside of school."*



**Figure 1 Le Muamalah Program**

Students are involved from the preparation stage, implementation, to completion of activities. Each activity produces tangible products that are used or marketed within the school environment. Documentation of activities shows that the products produced vary according to the type of activity and the availability of materials in the school environment. Examples of the forms and types of entrepreneurial activities include the Le Muamalah program, which is an entrepreneurial activity that has become an icon at Sekolah Alam Le Cendekia. This program is held twice a week, on Tuesdays and Fridays, where students sell their own products, such as processed garden produce, herbal drinks such as butterfly pea flower tea, snacks, and crafts from other life skills classes.

### **Life Skills Development Strategy for Students**

Life skills development strategies are implemented using hands-on learning. Students are guided to learn through learning by doing. In each entrepreneurial activity, students are divided into work groups with tasks assigned according to the type of activity. These activities not only emphasize the result, such as the business product, but also emphasize the learning process and the internalization of entrepreneurial values in everyday life.

The main strategy applied is to give students the freedom to choose from a variety of classes according to their interests. This strategy aims to enable students to develop their interests naturally, so that they learn enthusiastically, as reported by the principal in an interview:

*"Each semester, they (students) will be asked what they choose, need, or want, then adjusted to their wishes and given the life skills classes they want. After that, a learning schedule is made so that there are no class conflicts and learning can continue systematically."*

Advisor:

*"Students are allowed to choose two classes based on their interests, but there is still initial guidance so they can get to know all types of skills first. The schedule is arranged so that it does not overlap with compulsory learning."*

Student:

*"I chose the crocheting class because that's what I like, but before that, I also tried taking some other classes like photography and so on, so I could try all the classes and then choose the one I like."*

Based on the results of observations and interviews, the strategies used are flexible and contextual. Not all entrepreneurial activities have a standard written plan. The implementation of activities is adjusted to field conditions, student readiness, and the availability of time and facilities. Evaluation is carried out simply through reflective discussions after the activity is completed.

### **Supporting and Hindering Factors in Developing Students' Life Skills Through Entrepreneurship at Sekolah Alam Le Cendekia**

The implementation of entrepreneurship programs as a means of developing life skills. Sekolah Alam Le Cendekia faces complex dynamics. Several supporting factors strengthen the program, but on the other hand, various obstacles need to be overcome in order for the implementation to remain effective and sustainable. These

factors are not only related to internal aspects of the school, but also touch on external elements such as the social environment, policies, and resources.

### **Supporting factors**

Based on observations and interviews, there are several factors that support the implementation of life skills training for students through entrepreneurship. The main supporting factor comes from the school's vision and mission, which place independence, leadership, and life skills as educational goals. This vision is reflected in school policies that provide space for entrepreneurial activities as part of learning. The coach said in his interview that:

*“Entrepreneurship activities are already central, not just extracurricular. Every student is required to take at least one life skills class, and school policy encourages them to be independent even while still in school.”*

This is in line with what the principal said:

*“We see life skills as part of the foundation of your education. We want students to have character, resilience, and creativity.”* Students also said, *“We do have to take life skills classes, but we are given the option to choose which classes we want to take.”* This indicates that the program is not only based on orders, but also accommodates the interests and potential of students.

Supporting factors in developing students' life skills include consistent school vision and policies, the natural environment and availability of resources, student and mentor involvement, and mentors who not only play the role of teachers in the classroom but are also directly involved in assisting students in every process from production and business planning to product marketing. Another very important supporting factor is the students' own internal motivation. Many students show a high level of interest in entrepreneurial activities and even take the initiative to promote, create new products, or expand the market through digital media. Based on the results of interviews, the mentors said:

*“Students are trained to take initiative, so they are not told what to do. For example, they are enthusiastic about new activities, they create new products, and then they want to participate in bazaars or sell them online. This means that they are starting to be independent and brave.”*



**Figure 2: Presentation of design results**

An equally important supporting factor is the support from parents and the community, so parents and the surrounding community also play a role in supporting entrepreneurial activities. They are not only the main consumers of the

students' products, but also provide moral and logistical support. Based on interviews with the school principal, he said, "When there is an exhibition, parents are very enthusiastic. They come, buy the students' products, and even help promote them through social media." The mentor also explained that parental support even brings in facilitators from outside or prepares tools and materials from home so that their children can continue to participate in life skills activities properly. In an interview, the supervisor said: "Some parents help prepare the tools themselves from home, and some even accompany their children directly if they have special needs." This is a supporting factor because students feel that they are supported by their parents and that their work can be seen by others and even purchased, which motivates them to create new works.

### **Barriers**

Despite having various supporting factors, the implementation of the entrepreneurship program at Sekolah Alam Le Cendekia also faces several barriers that need to be addressed. The main barrier is the limited facilities and infrastructure, such as inadequate production equipment and limited workspace. This condition limits the variety of entrepreneurial activities that can be developed.

Due to limited facilities and infrastructure, some entrepreneurial activities are still carried out in a simple manner because not all the necessary equipment is available. This limits the exploration and scale of the students' products. The principal said that the limitations of production tools hinder entrepreneurial activities to the maximum extent possible: "In terms of tools, we still have many shortcomings. The children have many ideas, but our tools are limited, so not all of them can be realized. For example, drying equipment and packaging machines are not yet available."

The lack of operational budget, limited time in the learning schedule, and lack of continuing education for mentors are some of the obstacles in implementing the entrepreneurship program at Le Cendekia Nature School. Although some mentors have basic experience and are self-taught, systematic competency development is still not part of the school's regular agenda. This has an impact on the varying quality of instructors and limited innovation in the delivery of entrepreneurship material. The principal acknowledges that the school supports the capacity building of teachers and instructors, but its implementation is not yet fully structured. He stated, "Teachers are allowed to participate in training, and we support that. However, not all of them participate regularly, and there is no specific ongoing training program for life skills instructors." Instructors also revealed that they learned some of their skills independently or through field experience. In some cases, instructors do not have a formal background in entrepreneurship.

Another obstacle is limited market access. Most of the products produced by students are only marketed within the school environment, so students' experience in dealing with the broader market dynamics is still limited. From the students' perspective, differences in interests and motivation

The researchers found that the limited availability of advanced training for mentors resulted in a lack of innovation in mentoring methods and limited business

knowledge. Although some mentors are highly enthusiastic and have field experience, without targeted training, the quality of guidance becomes inconsistent, which also affects the reach of the entrepreneurship program in comprehensively shaping the entrepreneurial competencies of students.

However, despite these obstacles, the school is trying to provide solutions so that the program can continue to run, as stated by the principal in his interview:

"Even though we have ideas, we don't have the tools, so we cannot realize them... we just keep trying while looking for partners, such as ministries, sometimes there are costs or procurement of tools from them, so far... This is what the school is currently doing."

To overcome the limitations of school facilities and infrastructure, schools try to make maximum use of food processing laboratories and available equipment such as stoves, freezers, refrigerators, and so on. They establish cooperation with external parties, for example, obtaining funding grants from UNHAS through community service programs. They submit proposals for support to relevant ministries or institutions for the procurement of new equipment such as drying machines, ecoprint tools, and product packaging tools. To overcome the limitations of teacher competence in certain fields, experts are invited, and training is facilitated for teachers. Based on the results of the interview, the supervisor explained:

*"For some classes, the school brings in outside facilitators, such as coding and screen printing classes... If teachers have the skills, why don't we develop them at school? Teachers took baking training from Emina Cheese, and then applied what they learned at school to teach the students".*

By strengthening supporting factors and strategically managing inhibiting factors, life skills development through entrepreneurship can become a model of alternative education that excels in shaping an independent, creative, and characterful generation.

### **The Impact of Life Skills Development for Students Through Entrepreneurship at Le Cendekia Nature School**

The implementation of life skills development through entrepreneurship at Le Cendekia Nature School has shown various positive impacts on the character and skill development of students. This activity not only serves as a medium for learning economic skills but also as an effective means of holistic personal development.

Based on the results of the study show that life skills training through entrepreneurial activities has a positive impact on student development. Students show an increase in interpersonal and communication skills, which can be seen from their ability to interact openly, express their opinions, and work together in groups during the planning and implementation of activities. The coach said in an interview, "Students who used to be quiet are now able to present products in front of many people and offer their products with confidence. That is remarkable progress in terms of communication." This is in line with what one of the students said, "I used to be shy when asked to speak, but now I can speak in public during activities."

In addition, students become more independent and have a stronger sense of responsibility for the tasks assigned to them. They are able to complete their work according to their respective roles without being completely dependent on their

mentors. Through involvement in every process of entrepreneurship, from planning and production to marketing, students are trained to take responsibility for their work. They learn that the results they achieve depend on their own efforts and decisions.

Another impact is seen in the development of critical and creative thinking skills. Students are actively involved in decision-making, problem-solving, and finding solutions when facing technical obstacles in entrepreneurial activities. The creativity of students is evident in the emergence of new ideas in product development and methods that are adapted to field conditions.

## **Discussion**

### **Life Skills Development for Students Through Entrepreneurship at Le Cendekia Nature School.**

Based on the results of the study, it appears that entrepreneurial practices at Le Cendekia Nature School consistently reflect the four stages of (Kolb, 1984) learning cycle, not just experiential learning. In the concrete experience stage, students are directly involved in real entrepreneurial activities, such as Le Food (annual program), Le Shop (online store), and weekly activities called Le Muamalah. These activities provide students with real-world experiences. They are challenged in real situations, such as limited materials, working time, and interactions with consumers.

The reflective observation stage is achieved through regular, informal post-activity reflective discussions. Students are invited to evaluate the production process, sales strategies, and group cooperation. This reflection allows students to recognize mistakes, achievements, and emotional dynamics that occurred during the activity. This is in line with Kolb's view that meaningful learning occurs when experiences are processed through conscious reflection, rather than simply through repetitive activities.

The abstract conceptualization stage emerges when, with the guidance of a mentor, participants begin to draw general conclusions from their experiences. For example, participants learn basic concepts of simple management, division of labor, financial management, and marketing strategies. However, this knowledge is not always conveyed in formal academic language. This conceptualization is context-based and stems from concrete experiences, making it easier to understand and internalize the knowledge formed. This brings to mind criticism of conventional entrepreneurship learning, which often places ideas before experience.

The active experimentation stage is reflected when students use the results of their reflections and understanding of concepts in their next entrepreneurial activities, and the active experimentation stage is evident. There is a continuous learning cycle that shows changes in sales strategies, product innovation, price adjustments, and better division of roles within the group. Therefore,

entrepreneurship at Sekolah Alam Le Cendekia functions as a learning laboratory that allows students to continuously test new ideas and concepts in the real world. (Kolb, 1984)

In addition to (Kolb, 1993) Edgar Schein's perspective on organizational culture can be used to support the research results. At Le Cendekia Nature School, the values of entrepreneurship, independence, and responsibility are not only taught explicitly but also internalized through artifacts (routine entrepreneurial activities, student products), embraced values (the school's vision of independence and leadership), and basic assumptions (the belief that every student can learn from their own experiences). By integrating these levels of organizational culture, the entrepreneurship program becomes a sustainable pedagogical practice and shapes students' learning habits. (González Cardona et al., 2023)

In addition, this approach also demonstrates the novelty of the research, namely showing how Kolb's experiential learning cycle operates naturally in a nature school culture based on Islamic values. It works differently from formal instructional approaches. With these findings, the entrepreneurship education literature is enriched by showing that the effectiveness of experiential learning is greatly influenced by the cultural context and values that exist in school activities.

#### **Impact on Interpersonal Skills, Independence, and Critical Thinking.**

The results of the study show that students are better at interacting and communicating. These findings reinforce the life skills education framework that places communication and cooperation as key competencies for individual social functioning. According to the WHO, the ability to present products, negotiate easily, and work within deadlines are examples of social skill development. (Elrington, n.d.)

The division of roles within the business group also increases the independence and sense of responsibility of the students. Students not only complete tasks, but they also learn how to manage the consequences of the decisions they make (Koswara, 2014). This expands on the findings of research conducted by (Marzuki, 2023) which confirms the influence of entrepreneurship on independence, with a new contribution that explains how the pedagogical process takes place naturally in nature schools. Student involvement in marketing production issues demonstrates an increase in critical and creative thinking skills. This process is in line with Dewey's idea that problematic experiences are the main source for students to learn to think reflectively. (Muminin et al., 2023; Dewey, 2021)

When compared to other nature school studies that tend to emphasize nature education and nature-based character building, the results show that entrepreneurship is considered a key strategy for building life skills, not just a supporting activity. For example, research at Bogor Nature School emphasizes green

education and environmental leadership, but does not fully integrate productive entrepreneurship.

The results of the study show that to improve the quality of mentoring, mentors must be strengthened through sustainable entrepreneurship. In addition, the experiences of students can build external market networks and collaborate with local MSMEs. Other schools can apply this model of life skills coaching through entrepreneurship if it is adapted to their local context. This is especially true for nature-based schools and Islamic boarding schools that want their students to be independent. This is in line with the school-based entrepreneurship education approach, which emphasizes collaboration between schools and communities as the key to program sustainability.

### **Conclusion**

This study reveals that life skills training through entrepreneurship at Sekolah Alam Le Cendekia provides a significant conceptual surprise: although entrepreneurial activities appear simple and practical, they actually have strategic potential in shaping students' personal, social, and thinking skills comprehensively. This was only discovered after conducting in-depth research and being directly involved in observations and interviews with the school. It was found that activities such as Le Muamalah, Le Shop, and Le Food, which were initially considered weekly routines, actually became powerful educational spaces for shaping the character, religious values, and fighting spirit of the students.

Academically, this study confirms and expands on the theories of experiential learning (Kolb), contextual education, and Islamic values-based character education. These findings reinforce the understanding that the integration of spiritual values, concrete experiences, and entrepreneurial activities can create a contextual and long-lasting life skills learning model. This research also provides a new perspective on nature-based Islamic education, where the learning process occurs not only in the classroom but also in the dynamics of the market, production, and teamwork. This study has limitations in its relatively narrow scope, focusing only on one educational institution with a qualitative case study approach. In addition, the variety of subjects is limited to three main categories of informants (principals, counselors, and students) in one environment. These findings do not yet include comparisons between classes, genders, or educational levels. Therefore, further research is needed that covers variations in educational contexts, more samples, and a mixed-methods approach to gain a more comprehensive understanding. Thus, more effective policies for developing students' entrepreneurship-based life skills can be formulated and replicated more widely in various types of schools.

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