

## THE INFLUENCE OF LEARNING OUTCOMES ON NISAIYYAH SUBJECTS *LIFE SKILL* CLASS 6 STUDENTS AT MODERN PONDOK ISLAM ASSALAM AJARAN 2021-2022

\* *Yusron Hanafi, Budi Sunariyanto*

STIT Muhammadiyah Ngawi

\*Email: [Yusronhanafi1986@gmail.com](mailto:Yusronhanafi1986@gmail.com)

### Abstract

This research is quantitative associative field research. There were 100 6th grade female students as the population of this study. 100 people were the sample. Sampling is determined by *Satisfied Random Sampling*. The method used is the data collection method (institutional documents) and the questionnaire method with questionnaires, while the analysis method uses IBM SPSS version 20.0 (*statistics 20 license authorization wizard*). From the results of research conducted by researchers, it can be concluded that: (1 The Nisaiyyah learning outcomes of grade 6 female students are good as indicated by an average score of 66.29. (2 The life skills scores of grade 6 female students are good which is indicated by an average value of 62.62. (3 There is no strong influence between Nisaiyyah learning outcomes on the life skills of class 6 CLASS 6 female students as determined by the results of the t test, the researcher obtained the results " $t_{count} < t_{table}$ " of  $1.98127 > 0.131$  at a significance of  $0.05 > 0.896$ . So,  $H_0$  is accepted and  $H_a$  is rejected. So, it can be concluded that there is no influence between the learning outcomes of Nisaiyyah subjects on the life skills of female students. class 6 CLASS 6 at Pondok Modern Assalam. Based on this research, it is hoped that: (1 For CLASS 6 Education (kulliyatu-1 Mu'allimat al-Islamiyah) at Pondok Modern Assalam Girls' Campus to be an evaluation in every Nisaiyyah practice activity and the value of student learning outcomes. (2 Nisaiyyah Subject Teachers to continue provide enthusiasm and motivation to carry out practice outside the classroom properly and correctly with the female students and the value of life skills practice remains the best. (3 Students to continue to be enthusiastic in learning and practicing Nisaiyyah activities, so that the balance between the value of learning outcomes and the practice of life skills remains best.

**Keywords:** Learning Outcomes, Life Skills, Nisaiyyah

### INTRODUCTION

The very rapid development of science and technology has a significant role in creating social changes, moral values, lifestyles and various problems of human life into increasingly complex situations. In this reality, almost all areas of life and its institutions demand something that is fast and instant. Therefore, it is natural that currently various parties demand the existence of independent and ready-to-use human resources to face such situations and demands. That is the role of education. *Life Skill* (Life Skills) become very important. (Prajapati et al., 2017)

Education is an integral part of the life of the nation and state. One of the factors taken to improve the quality of life of the Indonesian people is improving the quality of education. Thus, this problem shows that the quality of education really determines education as a whole *kaffah* (comprehensive), one of which is related to the quality of education and relevance to community needs. (Sulthani & Thoifah, 2022)

The educational process in learning, both formal and non-formal, basically aims to develop *hard skill* and *soft skill*. Developing these skills is one part of life skills (*life skill*) which is very important for a student, both for now and in the future. Life skills consist of general life skills (*General life skill*). Life skills are the ability to behave adaptively and positively that enable individuals to deal effectively with the demands and challenges of everyday life. *Life skill* very influential on interpersonal and intrapersonal relationships. Life skills education must reflect the daily life values that students need in real life.

Life skills education has previously been developed in Islamic boarding schools. The existence of Islamic boarding schools as educational institutions that grow and develop in rural communities means that many Islamic boarding school graduates are unable to continue their education to a higher level, due to various factors. This fact is what has encouraged Islamic boarding schools from the start to develop a life skills-based education pattern (*life Skill*). Meanwhile, life skills education packaged in extracurricular and intracurricular forms is easier to implement and has lower costs so it can be implemented continuously. The pattern of education held in Islamic boarding schools is very diverse and has its own uniqueness, apart from teaching religious knowledge, some boarding schools also teach general sciences including various types of skills education. (*vocasional skills*) as a basis for supporting life skills (*life skill*). (August Hasbi Noor 2015)

It is very important to give life skills to students in various activities, because having life skills in any field can hone students' potential later. *life skill* are the abilities, skills and abilities that a person needs to carry out the life they face. Education can be obtained from anywhere, such as schools, tutoring institutions, families and the surrounding environment as a means of forming and preparing students who are educated and have *life skill*.

Human life experience is actually being able to utilize the knowledge they have to use existing objects, equipment and situations to solve and overcome life's problems. Such abilities are one of the core life skills. This means skills that a person always needs wherever he is. *Life skill education* provide opportunities for educational institutions including Islamic boarding schools to develop flexible learning, in accordance with the principles of broad-based education, actualizing student potential so that it can be used to solve the problems they face. WHO (World Health Organization) *life skill Education in Schools, life skill are abilities for adaptive and positive behavior, that enable individuals to deal effectively with the demands and challenges of everyday life.*

Amin Haedari interprets *life skill* is an effort by students or students to develop thinking skills, eliminate inappropriate habits and develop personal potential so that they can solve daily life problems constructively, innovatively and creatively so that they can face the realities of life both physically and mentally. Then Ayi Olim explained that the concept of life skills is a concept of self-empowerment and skills can be learned, modified and improved along with a person's self-development and adjustment to life's challenges.

In his research, Ahmad Fauzi explained that Islamic boarding schools are one of the educational institutions that have special features in traditional Islamic educational institutions. Like other educational institutions, Islamic boarding schools have two main functions, namely the function of activities. *tafaquh in al-din* (teaching, understanding and deepening Islamic religious teachings) as well as functioning *indzhar* (conveying and preaching teachings to the community). Islamic boarding schools with various hopes and predicates attached to them lead to three main functions that are always carried out, namely: As a center for the formation of religious thoughts (*Center of Excellence*), As an institution that produces Human Resources (HR) (*Human Resource*), As an institution that has the power to empower the community (*Agent of Development*).

Islamic boarding schools will not change despite the development of the times, so the development of the globalization era must require educational institutions to follow these developments. This Islamic boarding school is very firm in its stance on all traditional aspects, simplicity to develop the mindset, personality and future of its students. All of this requires extra strength from all parties to improve the quality of students or santri, both in the religious, intellectual and even educational fields *Life Skill* which is suitable for students.

Every day, female students' activities are carried out independently and are not controlled at any time by Islamic boarding school administrators. Female students are required to be able to organize their lives in accordance with the rules that apply in Islamic boarding schools, starting from how to organize worship activities, academic activities, eating patterns, rest periods, administration, health, *life skill*, and includes psychological problems and social problems faced.

Suprijono stated that the meaning of learning outcomes or changes in behavior are patterns of actions, values, understandings, attitudes, appreciation and skills. The learning outcomes that are the object of assessment are new abilities that students acquire after following the teaching and learning process about the subject. In the national education system, the formulation of educational objectives refers to Bloom's classification of learning outcomes, which in general are cognitive, affective and psychomotor aspects.

In implementation *life skill* In Islamic boarding schools parables are something that must be implemented to increase the role of community development, so it is necessary to diversify life skills activities (*life skill*) at the boarding school.

Learning process *life skill* generally applied-oriented or in line with the concept *life skill*. Learning process at grade 1-6 CLASS 6 (*Kulliyatul Mu'allimat Al Islamiyah*) Nisaiyyah subjects tend to be comprehensive and use good and correct Indonesian which can be understood by female students. In implementing teaching and learning education in Nisaiyyah subjects, every student is required to take part in teaching and learning activities in the classroom and outside the classroom. In fact, CLASS 6 has provided practical and theoretical report cards to each individual santri or student.

The content of the Nisaiyyah Book curriculum includes a women's education program prepared by the boarding school, including in the arrangement *EYD (Enhanced spelling)* in the preparation of good and correct Indonesian. In Nisaiyyah lessons, each chapter and class level taken is very different. Seeing the reality of students' development is not yet in line with what they experience in everyday life. Then, the Nisaiyyah teaching team thought about how Nisaiyyah lessons could provide appropriate output for the students' growth levels. The implementation of this revision has been going on since 2014 for around 7 years until the revision of the Nisaiyyah book was completed with various data processing including, Observation of Hotels, Restaurants, Vocational Schools and High Schools, Clothing factories, several seminars on culinary, fashion, management,

make-up. . In the future, in 2022 the Nisaiyyah book will be printed and distributed to all PMDG Women's Campus branch campuses. The 2022 Nisaiyyah book is the result of revisions by several revision teams by the parties. *Asatidz* and *Asatidzah* Assalam Modern Cottage, Solo Women's Campus. The students at Pondok Modern Assalam, Women's Campus 1, experienced various problems during the learning process during their education. Female students have report cards for practice outside of class and theory in class. They are required to balance the learning outcomes of both. However, in reality, students have quite low learning evaluation results in the learning process in the classroom. Starting from the 2019-2020 academic year, the learning evaluation results of student scores in the Nisaiyyah subject reached 50% of the CLASS 6 score results of 95%. This is a benchmark evaluation of students for Nisaiyyah teachers at Pondok Modern Assalam, Putri Campus 1, Solo.

Class 6 at Pondok Modern Assalam Women's Campus is a class that teaches educational learning *life skill* base. Starting from the stage of introducing culinary equipment, fashion skills, introducing types of facial care in cosmetology, to experience *life skill* daily life in management. Apart from having to carry out the learning process with the material in class (*Theory*), they also have to adapt to the learning process outside the classroom (*Practice*). This period is an orientation period for students' development stages. Middle school age (SMP/MTS) is at the puberty development stage (10-14 years old). During this period, students tend to begin to develop their potential, identity and behavior in accordance with the social world.

Nisaiyyah or princesshood is subject matter that discusses matters related to princess activities, developmental periods and several important issues for young girls and adult women. The aim of Nisaiyyah's learning is to increase knowledge about princesses, form a graceful Muslim woman, develop talent, gain experience as capital for the future, improve the quality of one's creativity and prepare oneself to become a *sitti-l-kull* figure.

There is a relationship between Nisaiyyah subjects and Life Skills in this research, namely the introduction to culinary equipment, fashion, make-up, grooming, etiquette, psychology, and women's jurisprudence. Apart from having to carry out the learning process with the material in class (*Theory*), they also have to adapt to the learning process outside the classroom (*Practice*).

According to Broling, (Nia Sutisna 2009) Life skills are the interaction of various knowledge and skills that are very important for someone to have so that they can live independently. Life skills are divided into 4 categories, namely:

1. Personal skills (*personal skill*) which includes the ability to know oneself, the ability to think rationally and self-confidence.
2. Social skills (*social skills*) such as the ability to collaborate, be considerate and social responsibility.
3. Academic skills (*academic skill*) such as skills in conducting research, experiments with a scientific approach.
4. Vocational skills (*vocasional skill*) are skills related to a particular vocational/skill field such as in areas of expertise.

Based on the description explained above, researchers are interested in conducting research with the title "The Influence of Learning Outcomes in Nisaiyyah Subjects on *Life Skill* "Grade 6 female students at Pondok Modern Assalam Putri Solo for the 2021-2022 academic year."

The researcher took grade 6 CLASS 6 students, because during this period it is a difficult period in the growth of students, this development is the responsibility of themselves and the surrounding environment. When the new knowledge they gain is not optimal, the process of growth and development during puberty must be the subject of deeper attention. Pondok Modern Assalam Women's Campus provides language education, namely Arabic and English. The learning process uses a lot of Arabic language material, but Nisaiyyah provides lessons in Indonesian. In this case it should facilitate optimal learning outcomes, but it is an interesting problem in research.

## **RESEARCH METHODS**

1. Research Types and Designs
  - a. Research design

This research is quantitative research, with a survey method. The research instrument that will be used by researchers is a questionnaire, which contains statements related to learning outcome variables and life skills (*Life Skill*). The questionnaire that will be used is first tested for reliability and validity with the help of the SPSS version 20.0 program. Instruments that have passed validity and reliability tests can be used to collect data.

Quantitative research methods can be interpreted as research methods that are based on the philosophy of positivism, sampling techniques are generally carried out randomly, data collection uses research instruments, data analysis is quantitative/statistical with the aim of testing predetermined hypotheses. This hypothesis was then tested through field data collection. To collect data, research instruments were used. The data that has been collected is then analyzed quantitatively to conclude whether the hypothesis formulated is proven or not. Quantitative research is generally carried out on samples taken by strata, so that the conclusions of the research results can be generalized to the population from which the sample was taken.

Data collection was carried out by taking questionnaires to samples taken from the population. The population used is all 6th grade students at Pondok Modern Assalam, Putri Campus 1, Solo, academic year 2021-2022. After the data has been collected, the next stage is analysis to answer the problem formulation and hypotheses that have been proposed.

The hypothesis tested is the alternative hypothesis ( $H_a$ ) regarding the influence between two variables, namely the influence of learning outcomes on life skills (*Life Skill*), tested using simple regression analysis. Analysis was carried out with the help of the SPSS version 20.0 program. After the data is analyzed, the final stage is drawing conclusions.

#### b. Research variable

Research variables are anything in any form that is determined by the researcher to be studied so that information about it is obtained, then conclusions are drawn. Variables are divided into two types:

##### 1) Independent Variable

Independent/free variables are variables that influence or are the cause of changes or emergence of the dependent (dependent) variable. The independent variable in this research is the learning outcomes of class 6 CLASS 6 students at Pondok Modern Assalam, Putri Campus 1, Solo, academic year 2021-2022.

##### 2) Dependent Variable

The dependent/bound variable is that which is influenced or is the result of the existence of the independent variable. The dependent variable in this research is life skills (*Life Skills*) students of class 6 CLASS 6 at Pondok Modern Assalam, Girls' Campus 1, Solo, academic year 2021-2022. (Sugiyono 2015)

## **RESULTS AND DISCUSSION**

In general, this research uses associative quantitative methods. The research proves that the alternative hypothesis ( $H_a$ ) states that there is an influence of the two variables, then the Null Hypothesis ( $H_0$ ) states that there is no influence of the two variables. The hypothesis has been formulated by researchers through data collection using questionnaires and the results of students' learning scores to measure the influence of learning outcomes on students' daily life skills. When collecting questionnaire data using a Likert scale which has been modified into a 4 item assessment scale and tested on 100 respondents from 100 populations consisting of class 6, namely class 6 B – 2 P, the results obtained from descriptive analysis are that the average of the variable X ( learning outcomes) which is 66.29 has good category results. Then, the average of variable Y (life skills) is 62.62, which has good category results.

**Table 1.7 Results of Variable X and Variable Y Values**

| NO | Respondent Code | Variable Y | Variable X | NO | Respondent Code | Variable Y | Variable X |
|----|-----------------|------------|------------|----|-----------------|------------|------------|
| 1  | <b>B1</b>       | 95         | 70         | 61 | <b>I5</b>       | 85         | 57         |
| 2  | <b>B2</b>       | 80         | 64         | 62 | <b>I6</b>       | 70         | 68         |
| 3  | <b>B3</b>       | 90         | 62         | 63 | <b>I7</b>       | 65         | 59         |
| 4  | <b>B4</b>       | 90         | 64         | 64 | <b>I8</b>       | 65         | 57         |
| 5  | <b>B5</b>       | 85         | 59         | 65 | <b>J1</b>       | 60         | 65         |
| 6  | <b>B6</b>       | 85         | 64         | 66 | <b>J2</b>       | 65         | 70         |
| 7  | <b>B7</b>       | 45         | 69         | 67 | <b>J3</b>       | 75         | 58         |
| 8  | <b>B8</b>       | 95         | 70         | 68 | <b>J4</b>       | 25         | 63         |
| 9  | <b>C1</b>       | 90         | 70         | 69 | <b>J5</b>       | 80         | 56         |
| 10 | <b>C2</b>       | 85         | 65         | 70 | <b>J6</b>       | 15         | 57         |
| 11 | <b>C3</b>       | 70         | 63         | 71 | <b>J7</b>       | 85         | 58         |
| 12 | <b>C4</b>       | 80         | 55         | 72 | <b>J8</b>       | 75         | 56         |
| 13 | <b>C5</b>       | 85         | 64         | 73 | <b>K1</b>       | 70         | 59         |

|    |           |    |    |     |           |    |    |
|----|-----------|----|----|-----|-----------|----|----|
| 14 | <b>C6</b> | 55 | 63 | 74  | <b>K2</b> | 75 | 56 |
| 15 | <b>C7</b> | 55 | 60 | 75  | <b>K3</b> | 25 | 56 |
| 16 | <b>C8</b> | 50 | 63 | 76  | <b>K4</b> | 60 | 60 |
| 17 | <b>D1</b> | 80 | 64 | 77  | <b>K5</b> | 60 | 51 |
| 18 | <b>D2</b> | 75 | 66 | 78  | <b>K6</b> | 85 | 69 |
| 19 | <b>D3</b> | 55 | 65 | 79  | <b>K7</b> | 55 | 64 |
| 20 | <b>D4</b> | 80 | 64 | 80  | <b>K8</b> | 75 | 66 |
| 21 | <b>D5</b> | 50 | 69 | 81  | <b>L1</b> | 80 | 54 |
| 22 | <b>D6</b> | 50 | 70 | 82  | <b>L2</b> | 70 | 60 |
| 23 | <b>D7</b> | 95 | 57 | 83  | <b>L3</b> | 75 | 54 |
| 24 | <b>D8</b> | 70 | 63 | 84  | <b>L4</b> | 70 | 63 |
| 25 | <b>E1</b> | 75 | 62 | 85  | <b>L5</b> | 25 | 78 |
| 26 | <b>E2</b> | 80 | 58 | 86  | <b>L6</b> | 60 | 65 |
| 27 | <b>E3</b> | 60 | 57 | 87  | <b>L7</b> | 65 | 58 |
| 28 | <b>E4</b> | 50 | 70 | 88  | <b>L8</b> | 80 | 58 |
| 29 | <b>E5</b> | 75 | 57 | 89  | <b>M1</b> | 35 | 59 |
| 30 | <b>E6</b> | 50 | 56 | 90  | <b>M2</b> | 60 | 65 |
| 31 | <b>E7</b> | 75 | 68 | 91  | <b>M3</b> | 55 | 53 |
| 32 | <b>E8</b> | 75 | 55 | 92  | <b>M4</b> | 65 | 66 |
| 33 | <b>F1</b> | 25 | 69 | 93  | <b>M5</b> | 65 | 54 |
| 34 | <b>F2</b> | 80 | 65 | 94  | <b>M6</b> | 55 | 76 |
| 35 | <b>F3</b> | 80 | 61 | 95  | <b>M7</b> | 75 | 55 |
| 36 | <b>F4</b> | 70 | 56 | 96  | <b>M8</b> | 70 | 74 |
| 37 | <b>F5</b> | 75 | 64 | 97  | <b>N1</b> | 55 | 53 |
| 38 | <b>F6</b> | 90 | 70 | 98  | <b>N2</b> | 75 | 62 |
| 39 | <b>F7</b> | 85 | 68 | 99  | <b>N3</b> | 35 | 56 |
| 40 | <b>F8</b> | 85 | 66 | 100 | <b>N4</b> | 70 | 63 |
| 41 | <b>G1</b> | 15 | 62 | 101 | <b>N5</b> | 65 | 72 |
| 42 | <b>G2</b> | 85 | 68 | 102 | <b>N6</b> | 75 | 64 |
| 43 | <b>G3</b> | 75 | 55 | 103 | <b>N7</b> | 70 | 66 |
| 44 | <b>G4</b> | 60 | 71 | 104 | <b>N8</b> | 35 | 60 |
| 45 | <b>G5</b> | 65 | 63 | 105 | <b>O1</b> | 75 | 60 |
| 46 | <b>G6</b> | 70 | 65 | 106 | <b>O2</b> | 45 | 63 |
| 47 | <b>G7</b> | 75 | 58 | 107 | <b>O3</b> | 55 | 67 |
| 48 | <b>G8</b> | 85 | 59 | 108 | <b>O4</b> | 65 | 70 |
| 49 | <b>H1</b> | 50 | 60 | 109 | <b>O5</b> | 70 | 60 |
| 50 | <b>H2</b> | 55 | 72 | 110 | <b>O6</b> | 75 | 58 |
| 51 | <b>H3</b> | 70 | 64 | 111 | <b>O7</b> | 45 | 51 |
| 52 | <b>H4</b> | 80 | 59 | 112 | <b>O8</b> | 55 | 65 |
| 53 | <b>H5</b> | 65 | 58 | 113 | <b>P1</b> | 70 | 54 |

|    |           |    |    |     |           |    |    |
|----|-----------|----|----|-----|-----------|----|----|
| 54 | <b>H6</b> | 60 | 55 | 114 | <b>P2</b> | 45 | 58 |
| 55 | <b>H7</b> | 25 | 56 | 115 | <b>P3</b> | 55 | 55 |
| 56 | <b>H8</b> | 60 | 65 | 116 | <b>P4</b> | 60 | 69 |
| 57 | <b>I1</b> | 75 | 56 | 117 | <b>P5</b> | 65 | 63 |
| 58 | <b>I2</b> | 70 | 59 | 118 | <b>P6</b> | 70 | 57 |
| 59 | <b>I3</b> | 85 | 64 | 119 | <b>P7</b> | 55 | 57 |
| 60 | <b>I4</b> | 90 | 68 | 120 | <b>P8</b> | 80 | 69 |

## A. Data Analysis

### 1. Descriptive Analysis

#### a. Variable X (Student Learning Results)

Based on the results of data collection through institutional documentation on the learning outcomes of the Nisaiyyah subject of class 6 female students, a sample of 120 people from the research sample results obtained the following descriptive analysis:

**Table 1.8 Results of Variable X (Learning Results)**

| Statistics             |         |             |
|------------------------|---------|-------------|
| HS                     |         |             |
| N                      | Valid   | 120         |
|                        | Missing | 0           |
| Mean                   |         | 66,29       |
| Std. Error of Mean     |         | 1,559       |
| Median                 |         | 70,00       |
| Mode                   |         | 75          |
| Std. Deviation         |         | 17,082      |
| Variance               |         | 291,80<br>5 |
| Skewness               |         | -,961       |
| Std. Error of Skewness |         | ,221        |
| Kurtosis               |         | ,832        |
| Std. Error of Kurtosis |         | ,438        |
| Range                  |         | 80          |
| Minimum                |         | 15          |
| Maximum                |         | 95          |
| Sum                    |         | 7955        |
|                        | 25      | 55,00       |

| Percentil es | 50             | 70,00      |
|--------------|----------------|------------|
|              | 75             | 80,00      |
| No           | Interval Class | Frequen cy |
| 1            | 15-25          | 3          |
| 2            | 26-36          | 3          |
| 3            | 37-47          | 4          |
| 4            | 48-58          | 10         |
| 5            | 59-69          | 21         |
| 6            | 70-80          | 40         |
| 7            | 81-91          | 17         |
| 8            | 92-103         | 2          |
| <b>TOTAL</b> |                | <b>100</b> |

This table has explained in simple terms the results obtained in a general series of descriptive analyzes for the independent variable X (learning outcomes) on the value data obtained. In the results of the descriptive analysis carried out using the SPSS version 20.0 application, the data produced Mean 66.29, Median 70.00, Mode 75, Range 80 with a minimum value of 15 and a maximum of 95. Apart from this explanation, the data results were classified into interval classes which amounted to the data results classification. into interval classes consisting of 8 groups, the following results are obtained:

To complete the data obtained, it is depicted in a diagram explaining the developments obtained from the Nisaiyyah learning outcomes for the 2021-2022 academic year, as follows:

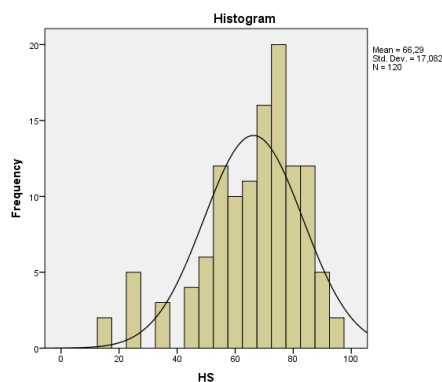


Figure 2.1 Histogram of variable X (Learning Outcomes)

Based on the score interpretation criteria, as follows:

| Score (%) | Criteria  |
|-----------|-----------|
| 0 - 21    | Very bad  |
| 22 - 41   | Bad       |
| 42 - 61   | Enough    |
| 62 - 81   | Good      |
| 81 - 100  | Very good |

Based on these guidelines, we can interpret the average Learning Outcomes as 66.29 in the 62-81 Interval, meaning that the learning outcomes are in the good category.

b. Variable Y (Life Skills)

Based on the results of data collection through questionnaires for respondents or a sample of 120 female students who were given a questionnaire sheet to measure life skills with a total of 23 questions or statements and the following descriptive analysis was obtained:

**Table 1.9 Results of Variable Y (Life Skills)**

| Statistics             |         |        |
|------------------------|---------|--------|
| LS                     |         |        |
| N                      | Valid   | 120    |
|                        | Missing | 0      |
| Mean                   |         | 62,62  |
| Std. Error of Mean     |         | ,522   |
| Median                 |         | 63,00  |
| Mode                   |         | 70     |
| Std. Deviation         |         | 5,722  |
| Variance               |         | 32,743 |
| Skewness               |         | ,175   |
| Std. Error of Skewness |         | ,221   |
| Kurtosis               |         | -,655  |

|                        |    |       |
|------------------------|----|-------|
| Std. Error of Kurtosis |    | ,438  |
| Range                  |    | 27    |
| Minimum                |    | 51    |
| Maximum                |    | 78    |
| Sum                    |    | 7514  |
| Percentiles            | 25 | 58,00 |
|                        | 50 | 63,00 |
|                        | 75 | 66,75 |

In this table, the results obtained in a general series of descriptive analysis for the dependent variable Y (Life Skills) have been explained in a simple way on the questionnaire data obtained. In the results of the descriptive analysis carried out using the SPSS 20.0 application, the data produced Mean 62.62, Median 63.00, Mode 70, Range 27 with a minimum value of 51 and a maximum of 78. Apart from this explanation, the data results were classified into interval classes which amounted to the results classification. data into interval classes totaling 7 groups, the following results are obtained:

| No           | Interval Class | Frequency  |
|--------------|----------------|------------|
| 1            | 51-54          | 7          |
| 2            | 55-58          | 29         |
| 3            | 59-63          | 28         |
| 4            | 64-67          | 27         |
| 5            | 68-71          | 24         |
| 6            | 72-75          | 3          |
| 7            | 76-78          | 2          |
| <b>TOTAL</b> |                | <b>120</b> |

To complete the data obtained, it is depicted in a diagram explaining the developments obtained from the results of the variable Y questionnaire, as follows:

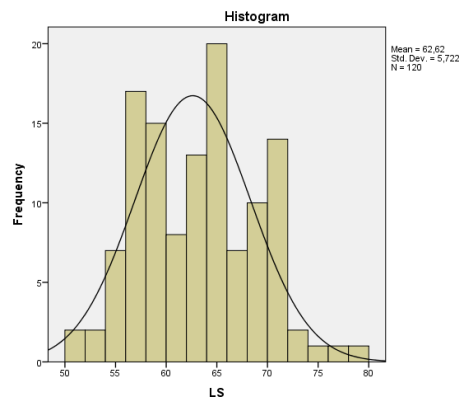


Figure 2.2 Histogram of Variable Y (Life Skills)

Based on the score interpretation criteria, as follows:

| Score (%) | Criteria  |
|-----------|-----------|
| 0 - 21    | Very bad  |
| 22 - 41   | Bad       |
| 42 - 61   | Enough    |
| 62 - 81   | Good      |
| 81 - 100  | Very good |

After the researchers conducted research on the influence of Nisaiyyah learning outcomes on the life skills of Grade 6 CLASS 6 female students at Pondok Modern Assalam Solo, the researchers distributed questionnaires *life skill* to grade 6 female students consisting of 3 classes, namely from grade 6 B-2 P. researchers used techniques *Stratified Proportional Random Sampling* with a sample of 100 out of 100 grade 6 CLASS 6 female students.

To calculate data, the study used SPSS version 20.0. The results of data analysis of the influence of Nisaiyyah learning outcomes on life skills using simple linear regression obtained results. Based on the t value, it is known that the "t count" value is  $0.131 < \text{"t table"} 1.98027$ . So it can be concluded that variable In the linear regression test, based on the significance value from the Coefficients table, a significant value of  $0.896 > 0.05$  was obtained, so it can be concluded that variable

The results of this research are not in accordance with Broling's theory, which states that life skills are the interaction of various knowledge and skills

that are very important for someone to have so that they can live independently. This is contrary to the achievement of learning outcomes, because learning outcomes have 3 classifications in the Cognitive, Affective and Psychomotor domains. (Nia Sutisna 2009)

Learning outcomes are patterns of action, values, understandings, attitudes, appreciation and skills. The learning outcomes that are the object of class assessment are new abilities acquired by female students after they have participated in the teaching and learning process on certain subjects. Life Skills (*life skill*) is one of the focuses of analysis in developing educational curricula that emphasizes life or work skills. (Widodo, Lusi Widayanti 2013)

## CONCLUSION

Based on the research results, the following conclusions can be drawn; 1) The level of life skills ability of grade 6 students at Pondok Modern Assalam Solo is 62.62, categorized as good, 2) The degree of Nisaiyyah learning outcomes for grade 6 at Pondok Assalam Solo is 66.29, categorized as good, 3) The results of the research state that there is no significant influence between Nisaiyyah's learning results for the Life Skills of Grade 6 CLASS 6 female students at Pondok Modern Assalam Putri.

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