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Islamic boarding school; life skill and social interaction based education to build student's independence – moderation test

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ABSTRACT

Background of the study: Islamic boarding schools' life skill educational system is applied and integrated using a planned system. Peer interaction in Islamic boarding schools has dramatically impacted how individuals choose their clothes, hobbies, communities, friendships, and other social activities. Additionally, education in Islamic boarding schools gives students independence to survive. Based on these, Aims and scope of paper was conducted to find out the positive influences of life skill education towards the independence of students of a modern Islamic boarding school through peer social interaction. Method. This study was conducted on 212 students of Class VI on the central campus of Darussalam Gontor Modern Islamic Boarding School Ponorogo. The school year is 2021-2022. The subjects were chosen randomly using a random sampling technique with the Krejcie and Morgan formula. The respondent data was obtained from the institution's records and surveys from inventory questionnaires. The validity test used product-moment correlation, while the reliability test used alpha Cronbach. Relatively, this study used the path analysis method. Results. There was a positive impact of life skills on the independence of students of modern Islamic boarding schools, and there is also a positive impact of life skills through peer social interaction towards the independence of students of modern Islamic boarding schools. The results of the F calculation proved all of these hypotheses at 2,361 ($p > 0.05$) and R-squared of 0,430 or 43%. That means that the amount of life skill variable impact (X) and social interaction (Z) on independence (Y) was at 43%. Discussion and Conclusion. Islamic boarding schools' education system and learning process is an education life skill model in which students learn and are trained to solve and overcome various issues they face independently. Independence is built not only by their motivation but also by their environment. Independence can be developed by implementing noble values and conditioning environmental factors such as the learning environment.

Keywords:

Life skill
Social interaction
Independence
Islamic boarding school

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Introduction

Life and education given in Islamic boarding schools significantly impact the character building of students to be strong, independent, and responsible. Teaching the students to think freely and use universal values becomes a challenge for teachers of Islamic boarding schools. One of the challenges faced by students and teachers in this modern era is independence; the more contemporary the era, the easier access is offered to life for humans. For example, in this modern world, it is straightforward

for humans to access information, buy clothes and food, transport, etc. Therefore, life skills need to be given to children (in this context, they are students) so that they are not tempted and dependent on the easy access offered by this era.

Independence is an effort made by a child to escape from their parents to find their true self by finding their ego identity; it is a development to great individuality and independence (Islam et al., 2022). Independence is usually marked by the ability to determine their fate, to be creative and innovative, to manage behavior and responsibility, to be able to hold themselves, refrain, make their own decisions, and overcome issues without other influences. One's independence is not a result of an instant educational process but is from a long-term process that is started in early childhood (Aljohani, 2023). The pattern of authoritative (democratic) parenting can rapidly influence children's emotional, intellectual, and social development. It is because children can grow up and develop freely according to their development tasks without ignoring the values believed by the parents; conversely, if children are taught by using authoritarian patterns, being spoiled, or the parents neglect them logically, their children will tend to grow as a fearful, less creative, dependent individuals, and their development would possibly follow or be influenced by their social environment (can be both good and bad). Moreover, independence is also influenced by peer social interaction (Triwiratman et al., 2023).

Peer social interaction can naturally influence improving one's life experiences. It can be significant in building their independence, from intellectual, social, and personal independence to the economy (Zhang et al., 2022). Peer interaction can be defined as a relationship between a child and others at the same age, and it also involves intense togetherness that influences each other. Independence is also influenced by life skills that play an essential role in developing students' potential to face their role in the future personally, socially, academically, and vocationally (Salzinger et al., 2011). Based on the framework, it can be developed logically that parenting, character building, peer interaction, and life skills correlate positively and in accordance with the children's independence, both collectively and partially (Mudzkiyiah et al., 2022).

In this modern world, life skill education is massively developed and applied in Islamic boarding schools as a leading guide given to the students. Life skill education is an effort to improve their life ability (Husni, 2020). Life skill education is an education that gives the primary skill and training needed by an individual on the life values for their life in the future. Life skill education aims to improve the quality and relevance of education-oriented life skill development by giving life skills to individuals (Ismiatun et al., 2024). Through life skill education, one is given knowledge and skills that they need to face various challenges in the future so that they can be an individual who has high quality and has an ability according to the needs of the world of work. This study aims to determine the positive impact of life skills Practical Life Skill Based E-Book: Developing Fine Motor Skill Stimulation Book for Children on the independence of modern Islamic boarding school students through peer social interaction. This study hypothesizes that life skills positively impact the independence of students of Islamic boarding schools through peer social interaction.

Methods

Participants

Seven hundred students of Class VI on the central campus in Darussalam Gontor Modern Islamic Boarding School Ponorogo school year 2021-2022 were selected and chosen randomly (random sampling) using the Krejcie and Morgan formula. Based on the sampling results, 212 total students participated in this study (OLAITAN, 2024).

Instruments

Primary data was collected using an inventory scale instrument. This instrument was in the form of a list of statements given to respondents, in which respondents were asked to choose one statement that was deemed most appropriate and suitable to themselves on the assessment scale provided. The range of answers to this research questionnaire used a Likert scale with categorical assessments.

Strongly agree (SS), with a score of 5; Agree (S), with a score of 4; Uncertain (R), with a score of 3; Disagree (TS), with a score of 2, and Strongly disagree (STS), with a score of 1 (Fekih-Romdhane et al., 2023).

Procedure

The chosen respondents who were suitable for the criteria were asked to complete the surveys. Three surveys about independence, life skills, and peer social interaction were provided. In the surveys, there were questions to be answered by the chosen respondents according to their conditions. The suitability scale from the answers and respondents was stated on a Likert scale of 1-5. Value 1 indicates the discrepancy, and 5 indicates suitability or Strongly agree.

Data Analysis

In this study, the survey data was processed statistically using SPSS with inferential analysis and multiple linear regression analysis. Classical assumption tests were needed to find out the results from inferential analysis, including the Normality Test, Kolmogorov-Smirnov Test, Multicollinearity Test, Heteroscedasticity Test, and Path Analysis.

Results and Discussion

The primary data of this study was obtained from questionnaire surveys to 212 respondents who were students of Class VI on the central campus in Darussalam Gontor Modern Islamic Boarding School Ponorogo's school year 2021-2022. The questionnaires were about life skills, peer social interaction, and students' independence from modern Islamic boarding schools. The number of indicators in this study was nine statements about life skills, 11 about peer social interaction, and 24 statements about the independence of modern Islamic boarding school students. The respondents' Normality Test results can be seen and stated below.

The normality test aims to test whether the residual in a regression model follows the normal or abnormal spread; a good regression model is one in which the residual follows the normal distribution. The Method used to test the normality in this study is Kolmogorov-Smirnov Test. Model residual follows normal distribution if, in the histogram graph, it follows the standard line, the data spread in the graph, the plot probability average is in the near diagonal line, and the significance rate of Kolmogorov-Smirnov Test is higher than the α .

Normal probability plot is around a diagonal line as well as the significance rate from Kolmogorov-Smirnov Test in the residual model is 0,200, which is higher than α (0,05) then it can be concluded that residual model data is distributed normally (the normal assumption was fulfilled). The Heteroscedasticity Test tests whether there is a difference of variance in a regression model from a residual of an observation to another observation. The good regression model is a model that does not have heteroscedasticity. The method that can be used to detect heteroscedasticity in this study is the graphic method.

The analysis result in Figure 2 shows that the plots were spread randomly and did not form a specific pattern. It indicates that there was no indication of heteroscedasticity in the tested model, so the assumption was not fulfilled. In addition to using a graphical method, the assumption test of heteroscedasticity can also use a statistical test with the Glejser Test. The Glejser Test was used by regressing free variables to the residual absolute values. If sig. > 0,05, then there will be homoscedasticity, and if sig. < 0,05, then there will be heteroscedasticity (Mardiatmoko, 2024).

Based on Table 2, it can be seen that in each variable, the sig. > 0,05, then it can be concluded that there was no heteroscedasticity. In other words, the assumption of non-heteroscedasticity was fulfilled (Mandagie, 2021). The Multicollinearity Test tests whether a regression model correlates with free variables. A good regression test model should not have multicollinearity. To detect multicollinearity by analyzing the correlation matrix of independent variables, which can be seen through the Variance Inflation Factor (VIF). The tolerable VIF is 20. If the VIF value < 10, then it can be concluded that there is no multicollinearity between free variables (Singh & Kumar, 2021).

The independent variables in this study have a Variance Inflation Factor smaller than 10, so there are no symptoms of multicollinearity between the independent variables. The result of path analysis was used to predict the influence of the dependent variable, which was independence (Y), the independent variable, which was life skill (X), and the intervening variable, which was peer social interaction (Z), with direct and indirect influence (Sugiarto & Putra, 2020).

$\sqrt{1 - 0,132} = 0,9316$ Dependent variable in the path analysis test of the third substructure was independence (Y), meanwhile the independent variable was life skill (X), the path model based on the analysis is: $Y = 44,307 + 0,179 X + 0,9316$.

The interpretation of path analysis model is: $\beta_0 = 44,307$. Constanta from this path shows the value of 44,307, that means if there is no contribution of life skill (X) then independence (Y) variable will be at 44,307. $\beta_1 = 0,179$.

The coefficient of this path shows the contribution given by life skill (X) to the independence (Y) variable. Coefficient of life skill (X) variable was positive, which means that in every improvement of life skill (X) variable at 1 unit will improve independence (Y) by 0,179 with more constant variable assumption. $\beta_2 = 0,9316$. Coefficient path shows the number $\beta_2 = 0,9316$, which means that another factor which did not studied in the first substructure was 0,9316.

$\sqrt{1 - 0,230} = 0,8774$. Dependent variable of the sixth substructure path analysis test was independence (Y) meanwhile the independent variables were life skill (X) and social interaction (Z). The path model based on the result of analysis is: $Y = 33,120 + 0,124 X + 0,602 Z + 0,8774$. The interpretation of path analysis model is: $\beta_0 = 33,120$. Constanta from this path shows the value of 33,120, that means if there is no contribution of life skill (X) then independence (Y) variable will be at 33,120 (Xiao et al., 2024). $\beta_1 = 0,124$.

The coefficient of this path shows the contribution given by life skill (X) to the independence (Y) variable. Coefficient of life skill (X) variable was positive, which means that in every improvement of life skill (X) variable at 1 unit will improve independence (Y) by 0,124 with more constant variable assumption (Gultepe & Kilic, 2015). $\beta_2 = 0,602$.

The coefficient of this path shows the contribution given by social interaction (Z) to the independence (Y) variable. Coefficient of social interaction (Z) variable was positive, which means that in every improvement of social interaction (Z) variable at 1 unit will improve independence (Y) by 0,602 with more constant variable assumption (He et al., 2014). $\beta_3 = 0,8774$.

Coefficient path shows the number $\beta_3 = 0,8774$, which means that another factor which did not studied in the first substructure was 0,8774. Partial path model test was used to find out whether each independent variable individually had a significant influence on dependent variables or not. Independent variables can be stated as influencing if t-statistic > t-table or sig < $\alpha = 0,05$. The partial path model test in this study was:

In hypothesis testing for the life skill (X) variable, t-statistic of 3.885 was obtained with a significance value of 0.001. The statistical value of the t-statistic test was greater than the t-table (2,769 > 1,984) or the significance value was less than $\alpha = 0,05$, so it can be concluded that the life skill (X) variable partially had a significant influence on the independence (Y) variable.

The coefficient of determination (R^2) essentially measures how far the model's ability is to explain variations in the dependent variable, while the rest is explained by other variables outside the model. This research used the adjusted R Square value to evaluate the best path model.

Based on the analysis, the R Square value was 0.430 or 43%. This means that the number of the influence of life skills (X) and social interaction (Z) on the independence (Y) variable was 43%. Meanwhile, the remaining 57% of the influence was explained by other variables outside of the regression equation or which were not tested in this study (Cheng et al., 2022).

Islamic boarding schools teach their students to overcome their issues and how to survive in life. This shows that Islamic boarding schools can also give life guidance and give the students life skills.

According to the theories of experts, life skill is basically one's ability to fight and survive (Collins et al., 2019). Therefore, developing the life skill of an individual needs an educational and training process that has the purpose of gaining basic skills because, without basic skills, one will have difficulties in developing their life skill (Bancin & Ambarita, 2019).

Life skill education is mainly an effort to reduce differences between education and the natural world so that education will be more realistic and contextual with daily life values. According to Slamet (Slamet et al., 2017), the role and function of Formal and Non-formal Education are to prepare students in order to (1) develop their life personally (Southworth et al., 2023), (2) develop their life in society, (3) develop their national and state life, (4) prepare students for their higher education (Aristovnik et al., 2020).

Paradigm differences in the philosophical and theoretical aspects of life skill education cause differences in the level of implementation in the field, especially in formal education. The study results show that life skill education, which is packaged in the form of vocational education experiences, has many obstacles, including requiring enormous costs and marketing skills. Students have limited interests and talents, so implementing the life skill education program as a vocational skill education is temporary due to existing conditions. Meanwhile, life skill education packaged in extracurricular and extracurricular forms is more accessible and has lower costs to implement sustainably. The findings in this study are that the education system and learning process in Islamic boarding schools are a life-skill education model where students learn and are trained to solve and overcome various difficulties they face independently (Ibeh, 2021).

In item X, the lowest average is in the life skill variable, which states, Islamic boarding school has taught various vocational skills to make me live independently, with an average of 4.01. Based on these results, it is relevant that the tendency to join peers is driven by the desire to be independent, as expressed by Lopez et al. that, through peer relationships, children think independently, make their own decisions, accept or even reject views and values from the family and learn patterns of behavior that are accepted in the group. Children join peer groups because they think membership in a group will be fun and exciting and fulfill their need for close relationships and togetherness (Fatona et al., 2018). Suppose they seek close relationships with classmates or care about the good of others. In that case, they will enthusiastically engage in cooperative learning and peer tutoring (tutoring from friends) (Wahyuni et al., 2018). Education is important, but education to support and live a better life is more important. It has been felt that life skills education bridges the gap between essential functions and abilities. It strengthens the individual's ability to meet the needs and demands of today's society. It helps in dealing with the above issues in a practical way to obtain the desired behavior. Providing life skills training through instilling life skills education will help young people overcome these life difficulties (Kurudirek & Berdieva, 2024).

The research found that students' independence included simple life management behaviors such as eating, washing (Nedungadi et al., 2018). The minimum characteristic formed is that students do not rely on other people, which is an important indicator. The curriculum developed in Islamic boarding schools needs to be more neatly structured and well documented. The curriculum and learning runs according to a schedule initiated by the Kiai and the Uttadz council. Thus, this study is based on expert theories and relevant previous research findings.

Implications: The results of the independent variable show a positive influence on the student independence variable, so students must continue to improve their life skills and positive peer interactions to become more independent (Rusmayadi & Herman, 2019).

Limitations and Suggestions for Further Research: Future researchers can develop variables that can influence independence (Frey et al., 2019), such as learning motivation, leadership of educational institutions, or religious aspects of each student, intelligence, genes (heredity), gender, school education system, life system in society, the order of children's positions, and habits (Shah, 2017). Being helped or served, lack of children's activities outside, socio-cultural factors, socio-economic factors, parenting, and other factors.

Conclusion

There is a positive influence of life skills on the independence of modern Islamic boarding school students. This is proven by testing the hypothesis of the life skills variable (X3), which obtained a calculation with a significance value. The statistical value of the calculated test is greater than the table, or the significance value is smaller, so it can be concluded that the life skill variable (X) partially has a significant influence on independence variable (Y). Life skills through peer social interaction have a positive effect on the independence of modern Islamic boarding school students. This is proven by the calculation results of Fcount. Ftable at the 5% significance level with 4 and 207 degrees of freedom. Because Fcount > Ftable and Sig F < 5% then, Ho is rejected, which means that together the variables life skills (X), social interaction (Z) have a significant influence on the independence of the variables (Y). It can be concluded that the life skills variable (X) is through the social interaction variable.

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