

DEVELOPING PUBLIC SPEAKING SKILL THROUGH THE MOSLEM SCHOLAR PROGRAM IN EDUCATION MANAGEMENT

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Abstract

The flagship program at Islamic educational institution aims to improve interpersonal and intrapersonal skills of the members, one of which is Moslem Scholar program at SMP Bina Insan Mandiri. The program is focused on teaching public speaking skill from early age. It is expected that the students will be able to deliver Islamic teachings, master Tsaqofah Islamiyah and have the ability to understand the sources of Islamic law well. Therefore, their religious knowledge will be beneficial for the society, both for social and religious activities. It is also expected that the society will understand human beings role as religious beings who have noble characters. This research was conducted by analyzing a case study of the Moslem Scholar flagship program at SMP Bina Insan Mandiri. This research method used descriptive qualitative research through observations and interviews. The results showed that the Moslem Scholar program at SMP Bina Insan Mandiri was carried out through a talent-screening program to accommodate students' interests. This activity aimed at increasing the quality of SMP Bina Insan Mandiri students as well as provisioning the skill to be implemented in the society.

Keywords: life skill, flagship program, public speaking.

INTRODUCTION

In 2017, Gideon from MWS International—a professional licensed trainer institute—did research on public speaking, and found that 74% of the world population suffered from Glossophobia. Glossophobia is a fear of speaking in front of public. In contrast, he added the fact that the successful people around the world actually have a good public speaking skill. In order to have a good public speaking, he said, there are three essential things. First, there must be a powerful opening, which contains important point about identity, credibility, and strong statement. Second, the content of the public speaking covers general theme, specific theme, and then the data. Third, powerful closing is a must, where the audience will get the impression of the speech delivered. It can be in a form of quotes, words of wisdom, or verse (Andhi Oktaveri, 2015).

In this modern world, the demand for this generation is very challenging. People are expected to master various skills, both interpersonal and intrapersonal skills, to survive in this era. Interpersonal skill is an ability to make interaction aimed to create cooperation and communication with other people (Yudhaputri, 2020). Besides, intrapersonal skill is the ability to know, understand, and act adaptively ourselves (Suhartono & Machmuddah, 2020). Both skills must be understood as individual needs as social beings, as well as moral and civilized beings.

Regarding to this, educational institution must make innovation to increase the quality. An effort that can be done is to create an institution with distinctive characteristics, starting from improving the fields of religion, intellectuals, and also life skills that are useful for both

individuals and society to make the education still relevant. It is because education is a fundamental support for the betterment in the society (Langgulung, 2003, p. 56). In this case, Islamic institution has an important role in providing special programs which have specific focus to meet the challenges. One of the programs is the Islamic program which is designed to create a public speaker, especially to preach Islamic teachings. The program aims to prepare the students with numerous skills and abilities, both in academic and non-academic setting, that will be beneficial for them in the community.

The escalation of life skills within the scope of educational institutions from learning activities in the classroom, extracurricular activities and religious activities are expected to make the students be hard-working, creative, independent and innovative people in various aspects. Therefore, they can be useful and qualified human resources for the community (Mislaini, 2017). Of course, this program must be supported by the suitability of the interests and talents of each individual. There are many ways to improve life skills; one of which can be found in the Islamic education system through a talent-screening program named Moslem Scholar.

Based on the previous explanation, the researchers intended to study the life skill escalation through the flagship program of Moslem Scholar to create public speaking skill in SMP Bina Insan Mandiri (the analysis study of Islamic education management). This research employed qualitative research that were explained descriptively, with the objective to make in-depth study of Moslem Scholar flagship program. The Moslem Scholar program has a vision to boost students potential to become a preacher, as well as to improve the quality of the graduates with Islamic characteristic so that they can be useful for the society.

RESEARCH METHODS

This study employed a qualitative method that used fact-based data found in the field. According to Mantra, research with a qualitative approach is generated from data obtained from the informants (Siyoto, 2015, p. 28). Qualitative research is research that is carried out naturally in the field with objective situations and conditions, without being manipulated (Arifin, 2011, p. 140). The nature of descriptive qualitative research is the data are presented in the form of words as well as quotations, and not numbers. The data originates from the results of interviews, field notes, memos, photos, videos, and other documents relevant to research (Sutisna, 2011, p. 67).

The type of this research is a case study. Creswell explained that case study is a type of qualitative research which observes and explores real life (Setiawan & Nurhajati, 2021). Case study involves in-depth study and data collection of all available information to be reported (Creswell, 2014, pp. 135–136). Case study is also interpreted as a method of collecting data based on a certain case (Hardani et al., 2020, p. 64). The primary data used is in the form of interviews with informants who are directly related to the research. In this research, the interviews were conducted to obtain information about the management of the Moslem Scholar flagship program. The main subject involved in the study was the principal of SMP Bina Insan Mandiri, while the secondary data were collected from documentation. The research technique used was Miles and Huberman models, namely data analysis techniques of a research in the form of data reduction, data presentation, drawing conclusions and verification (Siyoto, 2015, pp. 122–124).

The object of research was SMP Bina Insan Mandiri located in Baron District, Nganjuk Regency, East Java. The research subjects were the school principal, teachers and students. This school was chosen by the researchers because SMP Bina Insan Mandiri is the only junior

high school that has a flagship program of public speaking program for school management at the junior high school level in Baron, Nganjuk Regency, East Java.

RESULTS AND DISCUSSION

Life Skill Education

Life skill is the ability needed to obtain a good life (Ahmad et al., 2020). In education field, Indonesian Ministry of Education defines life skill as the ability to deal with problems naturally and without any pressure (Depdiknas, 2002). Malik Fadjar as quoted in Mislaini said that besides academic record, life skills are also needed for work (Mislaini, 2017). In addition, Mulyadi, Suryadi and Rusmiati stated that, *“The life skills education program is an education and training service program geared to the development of job skills provided to students in such a way that they have competence in certain areas of competence that are suitable for job opportunities”* (Mulyadi et al., 2020). It must be understood that the life skills program in education is provided for the learners to lead them in developing their skills to be competent in certain fields.

WHO defined life skill as:

“First, life skill are essentially those abilities which help to promote mental well-being and competence in young people as they face the realities of life. Secondly, to enable children to learn and practice skills, life skill education is based on a child-centered and activity-oriented methodology. And finally, life skill education is based on the philosophy that young people should be empowered to take more responsibility for their actions”(World Health Organization, 1996).

It can be interpreted that, first, the principle of life skills to help advancing human intelligence and competence in young age to deal with the realities of life. Second, life skills education uses learner-centered and activity-oriented methodology where the learners can learn and practice directly. At last, life skills education is legitimized on the concept that young generation should be consolidated to take more responsibility for their actions.

Thus, it can be concluded that life skill is the ability of individuals to adapt mentally and have the competence to face the life reality. In order for students to have life skills competence, it is necessary to provide life skills education in educational institution. According to Slamet, life skills education is the teaching of daily values so that the students will be capable and skillful to manage their lives (Slamet, 2002, p. 545).

The life skills education scheme is an expansion of the educational curriculum that is designed to focus on life skills or work/action. Life skills education provides skills for students so that they are able to meet the needs of the job market, business opportunities and economic potential in society. According to Indonesian Ministry of Education, there are several criteria for learning life skills, including providing: (1) recognition of learning needs, (2) habituation for learning together, (3) learning appropriacy with self-development, (4) capability process of personal, social, academic and entrepreneurship abilities, (5) experience or knowledge, (6) learning interaction with experts, (7) evaluation of the competence (Departemen Pendidikan Nasional, 2003).

Life skills education can be embedded through either intra-curricular activities, extracurricular activities, or flagship programs provided at school. The flagship program provides opportunities for the students to develop their potential based on their characters, spiritual, and emotion. A study of life skills education showed that *“The learning of life skill has been*

facilitated through the development of curricula for schools. They are: decision making, creative thinking, communication, self-awareness, coping with emotions, problem solving, critical thinking, interpersonal skills, empathy, coping with stress” (World Health Organization, 1996, p. 3).

Life skills education is not only aimed for work (manual), but also aimed broader in education for preparing the learner to be brave and ready to face real life challenges without pressure as well as be creative in finding solutions for existing problems (Lutfiansyah, 2009). Life skills education is based on general skills in educational institutions, such as skills training, class-based activities by group work methods, debate, brainstorming, and so on. Therefore, life skills education is based on cooperative learning, participatory activities, and experiential learning.

According to the objective of life skills in the education guidelines issued by the Directorate of Technical Personnel, Directorate General of Non-Formal Education, Indonesian Ministry of Education, life skill education is embedded in non-formal education, in this case is extracurricular activities. It aims to expand knowledge, skills, and attitudes in certain fields of work based on talents, interests, physical and spiritual development, and environmental potential, so that they have the skills to work independently to finally be used to improve their quality of life (Lutfiansyah, 2009, p. 3).

In strengthening life skills program, there are four learning components; they are: 1) learning for a knowledge, 2) learning for the ability to do something, 3) learning for being useful, and 4) learning for living together with other people (Lutfiansyah, 2009, p. 4). Ravindra Prajapati explained further that there are three classification of life skills, namely:

Thinking skills: skill that enhances the logical faculty of the brain using an analytical ability, thinking creatively and critically, and developing problem-solving skills and improving decision-making abilities. Social skills: include interpersonal skills, communication skills, leadership skills, management skills, advocacy skills, cooperation and team building skills. Emotional skills: involves, knowing and being comfortable with oneself. Thus, self-management, including managing with feelings, emotions, stress and resisting peer and family pressure (Prajapati et al., 2016).

As mentioned above, the life skills program is applied as a contribution to the development of knowledge and communication as its implementation at school can bring the ability to think critically, creatively, and appropriately for the students. Providing life skills education to students can particularly fulfill their needs such as giving motivation, as well as practical, cognitive, emotional, social and self-management skills for life adjustment. Many Islamic educational institutions currently provide basic life skills training that will be needed when students live in the midst of society.

The Moslem Scholar Flagship Program

Moslem Scholar program prepared the students to be an *ulama* and preacher (integrated with the boarding school), who were trained regularly to make them able to deliver Islamic teachings in front of public. Moslem Scholar program was created since the school establishment in 2012, for the institution had a vision to create the generation of *ulama* and preacher who could be beneficial to the society (Akbar Aji Seno, 17th of January 2022). SMP Bina Insan Mandiri designed this program to prepare the students as public speaker who were able to deliver Islamic teachings. The public speaking covered Islamic law such as Qur'an, Hadiths, Ijma' and Qiyas, with the focus of Tsaqofah Islamiyah and Hafidzul Qur'an. The content was related to morals, aqidah, fiqh and social phenomena of society.

The aim of the Moslem Scholar flagship program was to develop students' potential in mastering Islamic teachings deeper, because they were prepared to be *ulama* and preacher. Moslem Scholar program was one of the leading programs offered for the students of SMP Bina Insan Mandiri to equip them with skills, creativity, innovative mind, independence, effective communication, and rational thought. The important figures behind this program were the council of *Kyai* and the *ustadz* and *ustadzah* at school as well as at Islamic boarding school. The participants of Moslem Scholar program were screened through an aptitude test to know their interest and potential. Then, they were divided into divisions with a trainer. The trainers were the experts who had teaching qualifications in Islamic Education, *ustadz* or *ustadzah*, and *Kyai* of Islamic boarding school. They taught the students by using teaching materials such as modules, books and also Islamic scriptures. The learning methods used were lectures, discussions, and training, which were supported by various facilities namely recording studio facilities cameras, laptops, loudspeakers, and podiums equipped by audio, visual and audio-visual media.

The Moslem Scholar flagship program at SMP Bina Insan Mandiri was included in the Education Unit Level Curriculum (KTSP) which was approved by Nganjuk Education Office. The time allocation for the program was only on weekends, which was allocated for the majoring program in Islamic boarding school. The assessment was done by monitoring the student' progress in each meeting and from the project given. To achieve the competency, the students were given general material to preach. On the other hand, the students who had more ability to become trainers were given additional material, specifically about rhetoric. The learning outcomes of this majoring program for internal institution was that it would increase the quality of SMP Bina Insan Mandiri students, and the output implication was being able to use their skills as a provision to life in society. The benefit of the Moslem Scholar flagship program for students was it accommodated their talents and interests, and further boosted their potential to become a public speaker. Besides, the benefit for the institution was this program would improve the quality of student graduates.

The results of the observation indicated that the Moslem Scholar flagship program had supporting factors such as sufficient teacher resources to realize this program. In contrast, the obstacles of the program included the incomplete facilities and infrastructure, and the disparity of students' abilities. To minimize the disparity, the teams were divided based on the students' level of ability so that the trainer could adjust the teaching and learning condition to meet the level of the students. Those with good abilities could have acceleration program, for example to win a competition; while those who were lack would be taught gradually so they could develop to be better and to catch up with other students.

Public Speaking

History recorded that the beginning of the term "public speaking" was widely known as rhetoric which meant skillful in speaking (Rakhmawati, 2014, p. 100). Public speaking is a group knowledge of communication, where the art of communicating verbally is directly done by someone to many people, for example in speeches or presentations (Ratna, 2017). In this paper, the context of public speaking is limited to Islamic public speaking, that is done by preacher (Aji Seno, 2022). Thus, in Islamic public speaking skill, it is there are many expertise to be explored, such as having proficiency in speaking in front of audiences, mastering Islamic teachings (broad-minded), having integrity (smart and trustworthy), and being enthusiast (have a young soul) to be collaborated with careful preparation, intense training and sufficient experience.

In this practice, public speaking program in SMP Bina Insan Mandiri was led to the preaching of Islamic values. The preaching becomes the means of communication to connect, deliver,

and spread Islamic values (Rakhmawati, 2014, p. 113). Preaching is a part of public communication that involves various theories, techniques, and characteristics so that finally can create good preaching through public speaking. Public speaking activities cannot be separated from verbal activities to speak, communicate, and deliver the messages. The students who joined Moslem Scholar program were provided with skills to deliver the speech in front of public, as well as the tips in mastering the material so that they would have confidence to preach Islamic teachings to the public. They would be enthusiast in this activity and had strong spirit to preach.

The public speaking program were designed to combine the application of theories and public speaking techniques, so that it would create the ability to speak publicly as preachers in a reality. There were at least some must-have public speaking skills being taught to be a preacher; they were: 1) recognizing and paying attention to the audience, from socio-cultural background, preference and interest, as well as the needs of the community following the current era; 2) preparing preaching material and content based on the characteristics of the general audience; 3) managing the preaching material effectively; 4) giving novelty in the preaching material, so it will not be monotonous and will invite attention; and 5) using various supporting media to make the preaching be more interesting and attractive.

In its practice, the Moslem Scholar flagship program provided in SMP Bina Insan Mandiri needs qualified mentors who are fully understand the knowledge of rhetoric. They must be able to assist the students to the level of theory application and practice at school, that is during the preaching practice given as the media to prepare the students to be good preachers.

The Moslem Scholar Flagship Program in Creating Public Speaker

Today, Indonesia has developed three concepts of life skills education, which are school-based management, community-based education and broad-based education. School-based management gives schools the authority to manage their own institutions. Community-based education is an idea to make the needs of the community as the educational orientation, so that the programs must be developed to can meet the interests of the community. While, broad-based education is an education policy that is oriented towards the urgency of the largest layer of society (Anwar, 2006, p. 26).

In this term, SMP Bina Insan Mandiri was a school-based management, where the school has Moslem Scholar as the flagship program and branding of the school. The school did not only provide academic programs to the students, but life skill assurance in the form of extracurricular and flagship programs as well. Life skill program would provision the students and alumni more skill for their self-development when they live in the middle of the community, such as being a teacher, *hafidz/ hafidzah*, preacher, or *ulama*. They could also explore their other skills and used the current skill to support their education in a higher level. Life skills education at SMP Bina Insan Mandiri embedded in Moslem Scholar program was designed a superior and distinctive feature for the beneficial of the students who want to study Islamic teachings deeper. It was expected to create high quality and consistent practical skills to be used in answering future challenges. In improving the life skill through public speaking program, of course it would develop communication skills in public and made the students able to think critically. Thus, the graduates of SMP Bina Insan Mandiri were expected to have spiritual and leadership character to take part in the role of young millennial preacher who can contribute to the society and be able to compete in the work field. This public speaking

program materials was emphasized on techniques, tips, tricks to become a good public speaker.

There are findings of the previous researches related to the concept of life skills, public speaking and the school's flagship program. First, the components of public speaking program in improving life skills include the goals and distinctive character values of Islamic boarding schools (Saifudin, 2021). Second, the management of the life skills program in public speaking program includes planning, organization, implementation, control and evaluation of the program (Raina et al., 2018). Third, the implementation of the school's flagship program covers the teachers who are competent in their field, suitable place and time, relevant materials, and adequate infrastructure to attract students' interest (Putra, 2019). According to these studies, the management elements of Moslem Scholar flagship program at SMP Bina Insan Mandiri Middle School can be categorized as having a good concept.

Based on the researchers' observations, that the flagship program of Moslem Scholar at SMP Bina Insan Mandiri aimed to create preachers and *ulama* from an early age as junior high school through public speaking training. They applied management principles such as: 1) planning, that was setting goals and stages of program implementation where the school determines the vision and mission, goals and action plans; 2) technical implementation (actuating), that was the learning activities which were carried out when planning and organizing have been completed; 3) supervision (controlling), that was done directly through field observations by reviewing the implementation of the program and by using weekly reports to be discussed in weekly meetings to be used for program evaluation. In the education foundation, there was another institution that was Al-Ihsan Baron Islamic Boarding School. It supported the Moslem Scholar program in directing the alumni from SMP Bina Insan Mandiri to continue their education to the similar program in SMA Bina Insan Mandiri as a high school level. It was done to accommodate the continuity of the interests and talents of students.

The strengths of the Moslem Scholar flagship program in SMP Bina Insan Mandiri was to grow their public speaking skills to become the mentality of public speaker or preacher. The students were taught to independently find the preaching materials from credible Islamic sources such as Al-Qur'an, Arbain Nabawi hadiths book, Bukhori Muslim hadith, or Riyadus Sholihin book. It developed the students to be independent and active learner who had critical thinking ability. They also joined various preaching competition at local and regional levels to trigger their enthusiasm for competition. The drawbacks of the Moslem Scholar flagship program at SMP Bina Insan Mandiri Middle School was it has not directly connected to the community, since the preaching practice and activities were still limited to the internal school community, such as to fellow students and teachers.

CONCLUSION

Conclusion

The Moslem Scholar flagship program at SMP Bina Insan Mandiri is aimed at helping students to improve their life skills in public speaking of Islamic teachings which can later be used for social skill as well as contribution in the community. The orientation of Moslem Scholar program is to develop the potential of students in creating millennial preachers who have public speaking skills as Islamic scholars, preachers or trainers, with qualified skills so that they can give benefits to society in general and to internal institutions in particular.

SMP Bina Insan Mandiri is the first secondary school in Nganjuk city to have a Moslem Scholar program. This flagship program is unique because this program prepares the students

to become public speaker to spread Islamic teachings such as preachers and *ulama*. In addition to that, SMP Bina Insan Mandiri is under the same foundation of Al-Ihsan Baron Islamic Boarding School, so that it becomes a junior high school that is integrated with Islamic boarding school.

Suggestion

SMP Bina Insan Mandiri can provide more intensive space and time so that the Moslem Scholar program can be more effective in improving students' public speaking skills. The school must also provide professional trainers such as inviting guest experienced speakers or preacher, and provide more complete learning media so that the whole learning activities can lead to more meaningful and beneficial for both the students and the institution.

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