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IPNU IPPNU'S LIFE SKILLS EDUCATIONS EFFORTS IN DEVELOPING CRITICAL THINKING, CREATIVITY, COLLABORATION, COMMUNICATION OF STUDENTS AT MTS MA'ARIF AR-RIDHO WONOSOBO

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ABSTRACT

This study aims to analyze the Life Skills education efforts implemented by IPNU IPPNU to develop critical thinking, creativity, collaboration, and communication skills in students at MTs Ma'arif Ar-Ridho Wonosobo. This study used a qualitative approach with descriptive methods, using data collection techniques such as observation, interviews, and documentation. The results indicate that various programs and activities organized by IPNU IPPNU, such as leadership training, discussion forums, social activities, and the development of interests and talents, significantly contribute to improving students' 4C competencies: Critical Thinking, Creativity, Collaboration, and Communication. Students' critical thinking skills develop through discussions and studies, creativity grows through innovative and productive activities, collaboration is fostered through group activities, and communication skills are enhanced through public speaking practice and active participation in organizations. Thus, the Life Skills education implemented by IPNU IPPNU has proven to be a powerful complement to formal education in developing students who are active, confident, and possess 21st-century skills. This study recommends that these programs continue to be developed sustainably to improve the quality of students' human resources.

1. INTRODUCTION

Education in the era of globalization demands a paradigm shift from simply transferring knowledge to developing more comprehensive skills (Ardani, 2025). Students are not only required to excel academically but also to possess life skills that will support their future success. These skills include critical thinking, creativity, collaboration, and communication, known as the 21st-century competencies, or the 4Cs.

In achieving this, the role of student organizations is crucial as a means of self-development outside of formal learning activities. IPNU (Indonesian Student Association) (IPPNU) exists as an organization that focuses not only on developing Islamic character but also plays a role in improving the quality of student human resources through various educational and participatory programs.

At MTs Ma'arif Ar-Ridho Wonosobo, IPNU (National Student Association) IPPNU serves as a strategic platform for students to develop their potential. Various activities, such as leadership training, discussions, social activities, and talent development, indirectly contribute to developing the 4C skills of Critical Thinking, Creativity, Collaboration, and Communication.

Therefore, it is important to examine how IPNU IPPNU's Life Skills education efforts develop students' critical thinking, creativity, collaboration, and communication skills. This study is expected to provide insight into the role of student organizations in supporting the creation of a competent, character-based generation ready to face the challenges of the times.

2. METODE

This study uses a qualitative approach with field research. The qualitative approach was chosen because it can provide a deep understanding of the social phenomena that occur directly in the research environment, particularly related to the Life Skills education efforts carried out by IPNU IPPNU in developing students' Critical Thinking, Creativity, Collaboration, and Communication skills at MTs Ma'arif Ar-Ridho Wonosobo.

This field research was conducted directly at the research location to obtain factual and contextual data. The researcher acted as the primary instrument, directly involved in the data collection process, enabling a clear understanding of the objective conditions occurring in the field. The data collection techniques used included observation, interviews, and documentation.

Observations were conducted to directly observe various activities related to the IPNU-IPPNU Life Skills program. Interviews were conducted with relevant parties, such as supervisors, organizational administrators, and students, to obtain more in-depth information. Meanwhile, documentation was used to supplement the data, including archives, activity photos, and other supporting documents.

The obtained data was then analyzed using qualitative data analysis techniques, including data reduction, data presentation, and conclusion drawing. To ensure data validity, this study employed triangulation of sources and methods, ensuring scientific accountability.

For qualitative research such as classroom action research, ethnography, phenomenology, case studies, etc., it is necessary to add the presence of researchers, research subjects, informants who helped along with the methods of collecting research data, location and duration of research as well as a description of checking the validity of research results. It's best to avoid organizing your writing into "sub-headings" in this section. However, if this is unavoidable, you can find the "Results and Discussion" section for more information.

3. RESULTS AND DISCUSSION

Based on the results of research conducted at MTs Ma'arif Ar-Ridho Wonosobo, it was found that activities organized by IPNU IPPNU have a significant role in developing students' life skills, especially in the aspects of Critical Thinking, Creativity, Collaboration, and Communication. As the results of interviews with the Principal, Islamic Religious Education teacher, and the Chairperson of IPNU IPPNU at MTs Ma'arif Ar-Ridho Wonosobo

3.1 How Life Skill Education Develops Critical Thinking, Creativity, Collaboration, Communication, IPNU, IPPNU at MTs Ma'arif Ar-Ridho

"We encourage students to participate in activities within government agencies or within schools, as well as holding regular meetings for students who participate in organizations. At the sub-district level, we support positive student activities that will broaden their knowledge of government-determined learning, namely the Merdeka curriculum program, which will collaborate with our curriculum."

In the Critical Thinking aspect, students demonstrated improved ability to analyze problems and express opinions logically. This was evident in their active participation in regular discussions, study forums, and organizational deliberation activities. Students not only received information but also began to become accustomed to criticizing and providing solutions to the problems discussed. In

the Creativity aspect, IPNU IPPNU activities were able to encourage students to be more innovative in expressing their ideas. This was evident in student involvement in creating Islamic preaching content, art activities, and simple entrepreneurship programs. Students were given space to be creative, thus being able to produce varied and valuable work. Meanwhile, in the Collaboration aspect, students demonstrated good collaboration skills through various group activities. Programs such as social service, event committees, and other organizational activities required students to coordinate with each other, share tasks, and take collective responsibility. This demonstrated that students were able to build effective working relationships within teams. In the Communication aspect, students' ability to convey ideas and concepts improved. Through activities such as public speaking training, being an emcee, and active participation in discussions, students became more confident in communicating, both verbally and in writing. Overall, the research results indicate that the life skills program implemented by IPNU IPPNU at MTs Ma'arif Ar-Ridho Wonosobo is running well and has a positive impact on student development. The four competencies of Critical Thinking, Creativity, Collaboration, and Communication are developed in a balanced manner through participatory and contextual activities.

3.2 How Life Skill Education Can Develop Critical Thinking, Creativity, Collaboration, and Communication of Students at MTs Ma'arif Ar-Ridho

"We have a routine agenda at least once every 36 days or once every eight days to gather the children to express their feelings and bring up problems that exist in school, because I believe that problems in schools also involve students, therefore when students have problems, they are allowed to filter the problems and create solutions and the solutions that arise are also from the IPNU IPPNU children themselves. This means that with activities like this, children can train their independence in understanding, they can also be critical of things around us and are able to solve their respective problems."

"What is clear is that we provide an overview to them first, especially when they graduate from school, they will be involved in society. I hope that children who study at Ma'arif Ar-Ridho will not only be able to learn within the school environment, but we hope that after they graduate from school, they will also be accepted in society. This acceptance will make them contribute to society, especially in terms of thought and energy. Therefore, once we are in school, we not only train them in IPNU IPPNU programs, but also provide programs that are geared towards society, we also provide provisions for the future."

"Especially in village activities, because Lipursari is a religious village with many religious studies and other activities. We involve them because our school is located in the community. At least during our activities, they must be active and included in the structure. At the sub-district level, we have also sent children to participate in sub-district headquarters, then advocacy up to the district level, of course, to provide self-improvement for them and, of course, to help them develop further."

3.3 What are the advantages and disadvantages of life skills in developing Critical Thinking, Creativity, Collaboration, and Communication for students at MTs Ma'arif Ar-Ridho?

"Supporting IPNU IPPNU activities which are not only activities at this school but also for alumni who still have ties with us to help make the madrasa a success, one of which is the acceptance of new students, alumni skills by making photos of new student acceptance opportunities to help the madrasa, so we create a forum, a permanent forum to fight for the madrasa here."

"One of them is because we go to school in a village, which is clear that we are limited in terms of facilities and infrastructure, for example when there are activities outside, we need money and so on, if it's a matter of knowledge letters, God willing, from the supervising teacher, especially the PAI or IPNU IPPNU children because they are based on basic leadership training, they are not

lacking and not too troubled in carrying out their duties, but the only challenge is perhaps the facilities and infrastructure, then the surrounding community who don't really know what IPNU IPPNU is because they only know about OSIS at school, while IPNU IPPNU is from a part of the community, of course those who are not from the Ma'arif circle don't really know."

"Of course, I really hope that these IPNU IPPNU students will be the ones who will be involved in the community, but at school, it's not so visible that they are seen by their peers who see their prospects and development, but I hope that after being given knowledge and capital from this Ar-Ridho school, they can be deployed in the community. My hope is that in the future, they will become part of the community who fills activities. Hopefully, some of them will become the head of IPNU IPPNU in their respective villages, and they will expand further into every IPNU IPPNU banom-banom that exists in each village. Hopefully, they and from MTS Ma'arif Ar-Ridho there will be someone who can fill that structure."

"One of the things we want most in the digital world is that I want IPNU IPPNU students to be on par with public schools, especially yesterday I often heard on social media that NU is like this while other organizations are like that, so we want to position ourselves, even though we are IPNU IPPNU in Indonesia with Javanese people, we will instill in these children that we have a Japanese style, even though the tolerance of Javanese and NU people is good, but we instill in them our motto is to adopt from Japanese culture, if the Japanese say that Japanese people will not go to school even if they are one minute late, that means they are very disciplined, but I instill in children that if Javanese people say that being late is okay, the important thing is to go, if the Japanese do not, we instill in children so that they have a sense of responsibility, it is better to go even when there is less time or the conditions are less than optimal, but they still have a stance, of course, this is clear in terms of computer digitalization and so on, we are implementing it to children so that they can compete not only tolerated but also in the digital world, the virtual world, they can also master it."

"Making MTS Ma'arif Ar-Ridho more developed, making the extracurricular activities develop even better. Developing the teachings of Ahlussunah Wal Jama'ah. The goal is to develop MTS Ma'arif Ar-Ridho to be more advanced, making MTS Ma'arif Ar-Ridho more productive."

In the discussion, these findings align with educational theory that emphasizes the importance of active learning and hands-on experience in developing 21st-century skills. Organizational activities such as IPNU IPPNU have proven to be effective non-formal learning tools for character building, improving social skills, and developing students' overall potential. Figure 1 presents an interview session conducted with the principal as part of the data collection process in this study. The interview aimed to obtain detailed information regarding the implementation of school programs, educational strategies, and the principal’s perspectives related to the research topic. During the session, the principal shared insights and experiences that contributed to a deeper understanding of the educational practices and policies implemented within the school environment.



Figure 1. Interview with the principal



Figure 2. Interview with Islamic Education Teacher



Figure 3. Interview with the Chairperson of IPNU IPPNU

4. CONCLUSION

Life skills education through IPNU IPPNU at MTs Ma'arif Ar-Ridho Wonosobo plays an important role in developing students' 4C competencies: Critical Thinking, Creativity, Collaboration, and Communication. Through organizational activities, discussions, deliberations, projects, competitions, and extracurricular programs, students are trained to analyze problems, express opinions, generate creative ideas, work together, and improve communication skills. Students have shown progress in critical thinking, creativity, collaboration, and communication, although most abilities are still at a basic level and not evenly developed among all students. The strengths of life skills education can be seen in the improvement of students' creativity, teamwork, responsibility, and interactive learning atmosphere. However, several weaknesses remain, such as limited confidence in speaking, less systematic communication skills, passive participation from some students, and coordination challenges within group activities. Overall, life skills education through IPNU IPPNU has significantly contributed to preparing students with 21st-century skills, character development, and readiness to face future challenges, although its implementation still needs to be strengthened through more active, collaborative, and experience-based learning approaches.

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