Global Leadership Program: A Madrasah's Transformative Learning Initiative in Enhancing Students' 21st Century Skills

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Abstract: *In the ever-evolving 21st century, MA Darul Fikri, an integrated Islamic boarding school located in Sidoarjo, East Java, attempts to provide its students with an outstanding transformative educational program, called Global Leadership Program (GLP). This program aims at enhancing its students' global perspectives, instilling moral values, as well as developing their 21st century skills. Employing a survey, interview, and observation, this mixed-method study accentuates the GLP's pivotal role in nurturing the students' twenty-first-century skills, such as Learning and Innovation Skills, Digital Literacies, and Life Skills, which are fundamental for the students to possess. The survey of 76 participants revealed a robust endorsement of the Global Leadership Program, with 72.17% recognizing a significant boost in 21st-century skills, while only 5.13% expressed disagreement with its impact. Interview insights, gathered from interviewing randomly selected five student participants who have filled out the questionnaire, delved deeper into the nuanced development of 21st-century competencies, particularly creativity, collaboration, leadership, communication skills, critical thinking, digital literacy, and life skills. Observation further enriched the study, providing valuable context to the multifaceted positive impact of GLP. In conclusion, GLP emerges as a transformative educational initiative, positively impacting on a spectrum of essential skills crucial for the students' success in the 21st century, particularly in the context of Islamic education institutions that have been previously assumed as conservative.*

Abstrak: Di abad ke-21 yang terus berkembang, MA Darul Fikri, sebuah sekolah berbasis pesantren terpadu yang berlokasi di Sidoarjo, Jawa Timur, berupaya membekali para peserta didiknya dengan sebuah program pendidikan transformatif unggulan, yaitu Global Leadership Program (GLP). Program ini bertujuan untuk meningkatkan wawasan global peserta didik, menanamkan nilai-nilai moral, serta mengembangkan keterampilan abad ke-21 mereka. Dengan menggunakan survei, wawancara, dan observasi, studi metode campuran ini menekankan peran penting GLP dalam mengembangkan keterampilan abad ke-dua puluh satu peserta didik, seperti Keterampilan Belajar dan Inovasi, Literasi Digital, dan Kecakapan Hidup, yang merupakan hal mendasar yang harus dimiliki oleh peserta didik. Survei terhadap 76 peserta mengungkapkan dukungan yang kuat terhadap Program Kepemimpinan Global, dimana 72,17% mengakui peningkatan signifikan dalam keterampilan abad ke-21, sementara hanya 5,13% menyatakan ketidaksetujuan dengan dampaknya. Hasil wawancara yang diperoleh dari lima peserta didik yang dipilih secara acak dari responden yang telah mengisi kuesioner, menggali lebih dalam mengenai pengembangan kompetensi abad ke-21 mereka, khususnya kreativitas, kolaborasi, kepemimpinan, keterampilan komunikasi, berpikir kritis, literasi digital, dan keterampilan hidup. Hasil observasi semakin memperkaya penelitian ini, memberikan konteks berharga mengenai dampak positif GLP yang beragam. Simpulan dari studi ini menegaskan bahwa GLP muncul sebagai inisiatif pendidikan transformatif, yang memberikan dampak positif pada spektrum keterampilan yang sangat penting bagi keberhasilan peserta didik di abad ke-21, khususnya dalam konteks lembaga pendidikan Islam yang sebelumnya dianggap konservatif.*

INTRODUCTION

Islamic education institutions in Indonesia have been playing important roles in the development of education in the country and the world's civilization. However, many challenges have come to erode the existence of Islamic education institutions [1], such as notorious belief that many Islamic education institutions are commonly conservatives, which have a tendency to adhere traditions only, are trapped in stagnation, and are not open to changes[2]. Hence, in order to maintain and improve their existence and contribution, many Islamic education institutions have currently made significant transformation from conservative organizations to be modern ones. It results from social changes as the impact of globalization that requires education institutions to play visible and impactful roles in dealing with multidimensional and complicated social problems [3]. The transformation of Islamic education generally encompasses several aspects, such as educational foundation, system, policy, management, curriculum, pedagogy, and programs [4].

As has been entering the 21st century era, many Islamic education institutions begin to open to changes by attempting to reconstruct their institutional goals and practices based on the demand of society. The previous paradigm of Islamic education that focused only on traditional Islamic teachings has currently shifted to educational institutions that offer multifaceted aspects of knowledge and skills. The shifting of Islamic education itself is actually an opportunity to create flexible and comprehensive education system that can effectively support the students to contribute to global society yet still maintain Islamic values [5]. Therefore, many Islamic institutions have integrated Islamic teachings and general knowledge by adopting national and even international or global curriculums.

In relation to globalization in the 21st century, the transformation of Islamic education needs to be liable to skills required to face the fast-changing social aspects, including culture, economy, politics, sciences, and technology. Experts comply with a framework of three fundamental skill sets that must be possessed by learners, consisting of learning and innovation skills, digital literacies, and life and career skills, in which each skill set is divided into several important components [6]. With no exception, all education institutions, including Islamic-based education, must attempt to provide their students with the required skills for the sake of maintaining their existence and sustainable contribution in the

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[1] Moch Tolchah and Muhammad Arfan Mu'ammar, 'Islamic Education in the Globalization Era; Challenges, Opportunities, and Contribution of Islamic Education in Indonesia', *Humanities and Social Sciences Reviews*, 7.4 (2019), 1031–37 <https://doi.org/10.18510/hssr.2019.74141>.

[2] Medina Nur Asyifah Purnama, 'Transformasi Pendidikan Islam Perspektif K.H. Imam Zarkasyi Dalam Pengembangan Pesantren Modern Gontor' (Universitas Islam Negeri Maulana Malik Ibrahim Malang, 2013) <http://etheses.uin-malang.ac.id/7914/1/11770008.pdf>.

[3] Purnama.

[4] Faisal Kamal, 'The Transformation Of Islamic Boarding Schools As Institutions Of The 21st Century', *Paramurobi: Jurnal Pendidikan Agama Islam*, 1.2 (2018), 17–30 <https://doi.org/10.32699/paramurobi.v1i2.524>.

[5] Tolchah and Mu'ammar.

[6] Samuel Kai and others, *21st Century Learning*, 2021 <https://doi.org/10.4018/978-1-7998-4102-9.ch002>.

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development of moralized human civilization.

Therefore, this study aims at investigating the role of an initiative learning program called Global Leadership Program (GLP) held by MA Darul Fikri, a pesantren-based Islamic integrated senior high school located in Sidoarjo, East Java, in its transformative attempt to be a modern Islamic education institution which seeks to equip its students with fundamental 21st century skills.

THEORETICAL SUPPORT

The Transformation of Indonesia's Islamic Education

As a big Muslim country, Indonesia has admitted Islamic education system and its important role since the independence day of the country. Islamic education started to take a part in the national education transformation since "Orde Lama" period, and has begun to raise the second position in term of the number of its students after general school education system's in "Orde baru" period [7]. In spite of this fact, the idea of transformative Islamic education has actually been stated far prior to the country's independence day, such as by K.H. Imam Zarkasyi (1926) who criticized the weaknesses of conservative Islamic education system and strive for better contribution and existence of Islamic education institutions [8]. Then, the existence of Islamic education was eventually widely recognized during the reform era, especially after the Indonesian government issued the Law Number 20 Year 2003, stating both national and Islamic education systems must support the goal of national education as has been mandated in national constitution to create religious, devoted, and moral nation [9].

Following the transformation of Islamic education system, Islamic education institutions began to adopt and practice transformative learning. As has been formulized by Mezirow, transformative learning theory attempts to provide students with meaningful learning experience, which accentuates humanist ways through developing students' learning engagement and students' perspective on teaching and learning, as further known as student-centered learning [10]. The practice of transformative learning theory at Islamic education institutions is that teaching and learning activities must move beyond Islamic knowledge transfer in classrooms only. The teaching and schooling processes must also become ways of "transfer of value" and provide students with comprehensive and impactful activities to develop their skills in all cognitive, affective, and psychomotor domains. Finally, the transformative learning seeks to transform the students' worldview or mindset as a foundation to interpret their live experience for a concrete contribution for society and environment.

[7] Abd. Halim Soebahar, 'Islamic Education Transformation: Reflections on Sustainability and Change', *The International Journal of High Education Scientists (IJHES)*, 2.1 (2021), 19–31.
[8] Purnama.
[9] Soebahar.

[10] Binti Nasukah and Endah Winarti, 'Teori Transformasi Dan Implikasinya Pada Pengelolaan Lembaga Pendidikan Islam', *Southeast Asian Journal of Islamic Education Management*, 2.2 (2021), 177–90 <https://doi.org/10.21154/sajiem.v2i2.43>.

Islamic Education Institutions and 21st Century Skills

In its transformation process, Islamic education institutions develop the practice of transformative learning and transformative education based on the context of globalization and development of the 21st century era [11]. In order to respond to the demand of religious and capitalized society in this globalized era, Islamic education institutions strive for innovative and effective ways to providing quality Islamic yet modern education. Hence, there have been various Islamic education institutions, which currently emerge and leave old-fashioned and conservatives systems [12]. Those newly emerging institutions commonly attempt to integrate Islamic teachings and International education curriculum, institutions that integrate *pesantren* education and national curriculum, modernized Islamic boarding schools, Islamic institutions that integrate *madrasah* and *pesantren* education, and other forms of Islamic education institutions.

Such integration made by Islamic education institutions is indeed to maintain the teachings of Islamic knowledge and values that differentiate them from general education institutions as well as to help their students become individuals who are responsive to change and resilient in confronting with any challenges in the dynamic world. Thus, those education institutions must be able to equip their students with several qualities through education process, as The Partnership for 21st Century Skills (P21) classifies into three main categories, namely "Learning and Innovation Skills", "Digital Literacies", and Life and Career Skills. Those three main skills consist of several qualities as depicted in the following table [13].

Table 1. 21st Century Skills

3 main qualities	12 components
Learning and Innovation Skills	• Creativity • Collaboration • Communication • Critical thinking
Digital Literacies	• IT literacy • Information literacy • Media literacy
Life and Career Skills	• Flexibility and adaptability • Initiative and self-direction • Leadership and responsibility • Social and cross-cultural skills • Productivity and accountability

(Adapted from P21) [14]

METHOD

This study employed a mixed-method research design, in which research data was collected through a questionnaire, interview, and observation [15]. An online questionnaire by utilizing Google Form was disseminated to investigate the GLP participants' opinion on the GLP program. 72 eleventh grade students of the 2023 MA DAFI's GLP participants took part in filling out the questionnaire, as depicted in the following figure.
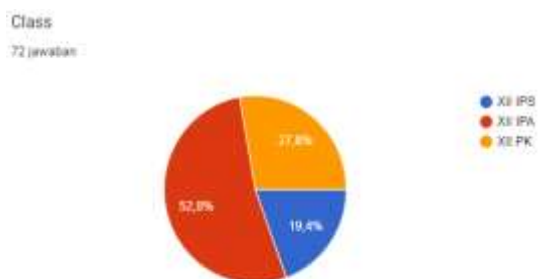
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[11] Nasukah and Winarti.
[12] Kamal.
[13] Kai et al., 2021
[14] Kai et al., 2021 and Ağaoğlu & Demir, 2020

[15] John W Creswell, *Educational Research - Planning, COnducting, And Evaluating Quantitative and Qualitative Research - Fifth Edition*, *AORN Journal*, 2015, LXII.

Figure 1. Participants of the study

To gather insights into the GLP participants' opinion on GLP, the questionnaire of this study employed Likert scale (1932), as Likert scale is considered as versatile and effective instrument for gathering insights into participants' perspectives and measuring their attitudes, opinions, and perceptions[16].
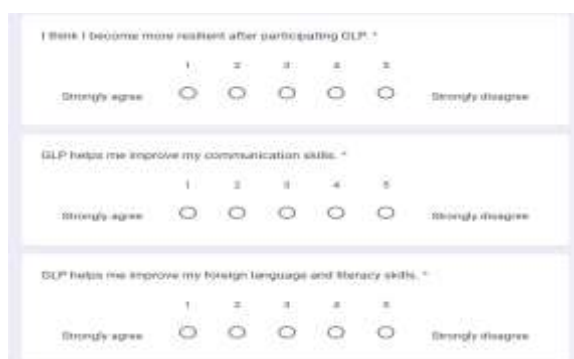
Figure 2. Sample of Questionnaire Using Likert scale

Furthermore, 5 randomly selected participants who have filled out the questionnaire were interviewed in order to gain a more comprehensive information on the students' perception based on the prior data collected through the questionnaire. Meanwhile, observation was conducted to enhance the validity and the

accuracy of the data, as well as to provide a context-rich understanding of the environment and students' interaction during the GLP[17].

Finally, to understand and interpret the result of the study, the data was then analyzed both quantitatively and qualitatively [18]. Data from the questionnaire was analyzed using descriptive statistics, which is commonly used to analyze Likert scale data [19], while the results of interview and documentation were analyzed using reduced narrative descriptive.

FINDING AND DISCUSSION

The School Profile and the Description of Global Leadership Program

In line with the transformation of Islamic education, MA Islam Terpadu Darul Fikri (MA DAFI) is a school under an organization that proclaims its institution as a modern *pesantren* or Islamic boarding school, which has a vision to generate future Indonesian leaders who memorize the holy Qur'an, foster nationality, and possess global competence [20]. In order to achieve its vision, the school adopted and integrated three curriculums, which are national curriculum under the supervision of the Indonesian Ministry of Religious Affairs, modern *pesantren* curriculum, and an international curriculum adopted from Al-Azhar University.

The vision of MA DAFI school institution is then specified into several

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16 Imam Kusmaryono, Dyana Wijayanti, and Hevy Risqi Maharani, 'Number of Response Options, Reliability, Validity, and Potential Bias in the Use of the Likert Scale Education and Social Science Research: A Literature Review', *International Journal of Educational Methodology*, 8.4 (2022), 625–37 <https://doi.org/10.12973/ijem.8.4.625>.
17 Creswell, LXII.

18 Creswell, 2015
19 H. Alkharusi, 'A Descriptive Analysis and Interpretation of Data from Likert Scales in Educational and Psychological Research', *Indian Journal of Psychology and Education*, 12.2 (2022), 13–16.
20 DAFI Pesantren Al-Qur'an Science, 'Visi Dan Misi Darul Fikri', 2023 <Https://Dafi.Sch.Id/Tentang/>.

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quality assurances, which are expected to be achieved by its graduates. Those quality assurances are: 1) the students possess important skills and good moral characters, which encompass the set of 21st Century Skills; 2) the students are competent in international communication skills and have global perspective; 3) the students are capable to continue their education to reputable higher education institutions either in Indonesia or in overseas countries.

In order to achieve those vision and quality assurances, MA DAFI arranges several outstanding learning programs, one of which is Global Leadership Program. In general, this program aims at instilling good moral characters and opening up students' global perspective, developing their leadership skills, facilitating the students with independent, collaborative, and creative learning, as well as broadening their experience and enhancing their learning motivation through challenging yet joyful learning activities. As a result, the students are expected to acquire essential social skills that will be useful for their future social life and to gain awareness of the importance of continuing their education.

In short, some of students' learning activities during Global Leadership Program and their quality indicators in relation to the objectives of GLP and the 21's century skills [21] are summarized in the following table.

Table 2. 21st Century Skills, Quality Indicators and GLP students' learning activities

21st century skill sets And Quality Indicators	GLP Students' Learning Activities
Learning and innovation skills	
Creativity	• Entrepreneurship, looking for sponsorship and creative fund raising. • Finishing content creation tasks.
Collaboration	• Arranging group activities, traveling in groups, doing group projects.
Communication	• All activities, starting from entrepreneurship, at the airport, doing interview during formal visit to universities, library, market, and other public places.
Critical thinking	• Youth leadership workshop. • Focus Group Discussion.
Digital literacy Skills	
IT literacy	• Digital fund rising, content creation and doing group projects by utilizing video editors and other apps.
Information literacy	• Visit to National Library of Malaysia. • Backpack travel to many places.
Media literacy	• Activity publication by utilizing social media.
Life and career skills	
Flexibility and adaptability	• Doing backpack travel and adventure.
Initiative and self-direction	• Youth leadership workshop. • Backpack travel preparation. • Doing individual project.
Leadership and responsibility	• Group travel. • Youth leadership workshop. • Focus Group Discussion.
Social and cross-cultural skills	• Cultural visit to Art and Cultural centers. • Visit to Indonesian embassy in Kuala Lumpur. • Visit and Shopping at Malaysian traditional market. • Visit to tourist destinations.
Productivity and accountability	• Doing daily individual and group projects. • Participating in all agenda.

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[21] Kai and others.

Further Observation on Global Leadership Program

In order to contextually understand the environment and the students' interaction during the GLP, the researcher conducted direct observation on several activities of GLP and highlighted two samples of activities, which are national library visit and leadership workshop at Universiti Kebangsaan Malaysia. These two activities were found to foster the participants' twenty-first century skills, as elaborated as follows.

Picture 1. Global Leadership Visit at Perpustakaan Negara Malaysia

In the above captivating snapshot of students participating in the Global Leadership Program at Perpustakaan Negera Malaysia, a myriad of 21st-century skills comes to the fore. The collaborative atmosphere within the library setting accentuates the students' teamwork and communication abilities. Engaging in group discussions, exchanging perspectives, and navigating the rich cultural tapestry of an overseas library foster their collaborative spirit. Moreover, the global context of the program instills a heightened sense of cultural awareness and adaptability, key components of 21st-century skills essential in an interconnected world. Simultaneously, the utilization of digital resources within the library underscores the students' digital literacy. Navigating through the vast information landscape, discerning credible sources, and leveraging technology to enhance their learning experience reflect their adeptness in the digital realm. As they explore and synthesize information from diverse sources, critical thinking skills are honed, empowering them to analyze, evaluate, and apply knowledge effectively. This immersive library visit encapsulates a holistic integration of 21st-century skills, equipping students with the multifaceted abilities crucial for success in the dynamic and ever-evolving landscape of the 21st century.

Picture 2. Global Leadership Workshop at Universiti Kebangsaan Malaysia

Furthermore, the snapshot of students engaged in a leadership workshop at Universiti Kebangsaan Malaysia as part of the Global Leadership Program shows that a tapestry of 21st-century skills unfolds. The vibrant discussions within the workshop echo the resonance of effective communication and collaboration. As the students exchange ideas and perspectives, they are not only refining their ability to articulate thoughts but also demonstrating the essential skill of active listening, fostering a culture where diverse voices contribute to collective understanding.

The workshop's setting at a university underscores the significance of critical thinking and digital literacy. Students, likely immersed in a digital landscape, are navigating through complex information, discerning its credibility, and synthesizing knowledge—a testament to their digital literacy. Simultaneously, the discussions are a playground for critical thinking, where participants analyze and evaluate concepts, refining their ability to make informed decisions—a skill indispensable in a world marked by rapid technological advancements and evolving global challenges. This holistic integration of communication, collaboration, digital literacy, and critical thinking within the context of a workshop at Universiti Kebangsaan Malaysia exemplifies the multifaceted development of 21st-century skills in aspiring global leaders.

Students' Perception on Global Leadership Program
1. The Result of Survey

In order to gain information about students' perceptions on GLP that they have participated in, the students were asked to fill out a questionnaire asking several questions or statements related to the 21st century skills as listed in the following table.

Table 3. List of Statements in the Questionnaire

No.	Statements
1	I think can improve my creativity through travel preparation and solving unpredictable things that happened during GLP.
2	I think GLP facilitates me collaborative learning.
3	GLP helps me improve my communication skills.
4	GLP helps me improve my foreign language skills.
5	GLP helps me improve my critical thinking skills.
6	GLP helps me improve my digital literacy skills.
7	GLP helps me develop my leadership skills.
8	GLP opens up my global perspectives.
9	GLP facilitates me to learn different culture.
10	GLP teaches me respect other people.
11	GLP helps me learn to be a more independent learner.
12	GLP makes me feel more confident to interact with other people from other cultures or religions.
13	I can see myself become a more responsible person after participating GLP.
14	I think I become more resilient after participating GLP.
15	I can see myself become more discipline after participating GLP.
16	GLP experience can refresh my mind and make me a better learner.
17	I think I become a better person (morally) after participating GLP.
18	I think GLP can encourage me to pursue higher education in a reputable university either in Indonesia or in an overseas country.
19	I think GLP is a useful educational activity for students.

The questionnaire employed Likert scale ranging 5 scales from strongly agree to strongly disagree to measure students' opinion on the provided statements [22]. The result of the questionnaire is presented in the following table.

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[22] James Dean Brown, 'What Issues Affect Likert-Scale Questionnaire Formats?', *JALT Testing & Evaluation SIG Newsletter*, 4.1 (2000), 27–30.

Table 4. Students' Perception on GLP Related to 21st Century Skills

Statement Number	Opinion (in percentage)		
	Strongly agree - Agree	Neutral	Disagree – Strongly disagree
1	81,9%	14,8%	3,3%
2	69,5%	26,4%	4,2%
3	75%	18,1%	7%
4	73,6%	18,1%	8,4%
5	69,4%	20,8%	9,8%
6	68%	25%	7%
7	79,2%	13,9%	7%
8	79,2%	15,3%	5,6%
9	83,3%	11,1%	5,6%
10	83,3%	12,5%	4,2%
11	83,3%	11,1%	5,6%
12	79,2%	12,5%	8,4%
13	72,2%	23,6%	4,2%
14	69,4%	25%	5,6%
15	66,7%	27,8%	5,6%
16	79,2%	16,7%	4,2%
17	66,7%	26,4%	7%
18	66,6%	27,8%	5,6%
19	75%	20,8%	4,2%
AVERAGE	72,17%	20,48%	5,13%

The survey results reflect positively on the impact of Global Learning Programs (GLP), with 72,17% students apparently perceive the enhancement of their twenty-first-century skills after participating the GLP. A significant 81.9% of respondents agree that GLP enhances creativity through travel preparation and handling unpredictable situations. Collaboration is also fostered, with 69.5% acknowledging GLP's facilitation of collaborative learning. Communication skills, as indicated by 75% of participants, are improved through participation in all GLP activities.

Moreover, GLP is recognized as a catalyst for foreign language skills development, with 73.6% of students in agreement. Critical thinking skills, mentioned in Statement 5, are reported to be positively influenced by GLP according to 69.4% of respondents. Digital literacy, an essential skill in the modern era, is affirmed by 68% of participants who agree that GLP contributes to its improvement.

Leadership skills, a vital component of twenty-first-century competence, are acknowledged by an impressive 79.2% of respondents. The program is perceived as broadening global perspectives, with 79.2% agreeing that GLP achieves this, and an even higher percentage (83.3%) acknowledging its role in facilitating cross-cultural learning experiences.

Statements 10, 11, and 12 collectively highlight the positive impact of GLP on personal development, with a majority of students agreeing that the program instills respect, fosters independence, and boosts confidence in interacting with diverse cultures and religions.

Besides, GLP is recognized for shaping responsible and resilient individuals, with 72.2% agreeing that participation in GLP contributes to increased responsibility and 69.4% affirming its positive impact on resilience. Additionally, the program is associated with enhanced discipline (66.7% agreement) and a refreshing effect on the mind, acknowledged by 79.2% of respondents.

Finally, statements 17, 18, and 19 indicate that GLP contributes not only to moral development but also to aspirations for higher education, with 66.7% agreeing that GLP shapes them into better individuals morally and 66.6% expressing that it encourages pursuing higher education in reputable institutions. In summary, the survey

attests to the perceived value of GLP as a beneficial educational activity, with 75% of respondents expressing agreement.

This analysis highlights the multifaceted positive impact of GLP on various dimensions of students' twenty-first-century skills, encompassing creativity, collaboration, communication, language proficiency, critical thinking, digital literacy, leadership, global perspectives, cultural awareness, personal development, and educational aspirations.

2. The result of interviews

Besides the above quantitative data, there are several benefits that are conveyed by the participants through interview as presented as follows.

> I learned about the culture and how to behave out there. GLP allows me to quickly adapt to new environments and unfamiliar places, practice independence and the ability to lead my ownself and friends. (Student A)

> GLP made me better in many ways, especially confident in interacting and learning cultural differences or customs. GLP helped me explore the outside world and shape myself to become a true leader. (Student B)

> From GLP I learned to be a leader. I have also learned from Mr. Grab that actually Indonesia and Malaysia have several similarities in culture, the terms are a bit similar. So learning about the culture there and the discipline at that time was very appropriate. (Student C)

> The thing that made me learn a lot when I was participating in GLP was when I was given time with a group to explore Malaysia. In the limited time, I have learned to always think and act quickly and be more careful in reading information and communicating with other people. Especially when we were in a group, we must be able to work together to unite ideas and reduce each other's selfishness and must respect each other. it

> also taught me that living outside must be tough and creative {based on my broken suitcase experience. (Student D)

> I personally feel more confident, especially because this program is held abroad where there are differences in culture and language, this is what encourages me to be able to communicate and interact with foreigners. Through this program we also learn how to respect other cultures, and require us to have a good spirit of independence and responsibility. (Student E)

The responses from the students provide valuable insights into the development of 21st-century skills through their participation in the Global Leadership Program (GLP).

Learning and Innovation Skills

The students demonstrate a strong emphasis on creativity, as seen in their ability to adapt to new environments and navigate unfamiliar places. For example, Student A and B highlight the importance of learning about different cultures, showcasing a creative approach to understanding and interacting with diverse settings. Student D's experience of exploring Malaysia with a group underscores the need for quick thinking, careful information processing, and effective communication, reflecting critical thinking skills.

In terms of collaboration, Student A discusses practicing independence and leading oneself and friends, indicating a sense of collaborative leadership. Moreover, Student D emphasizes the significance of working together in a group, uniting ideas, and reducing selfishness, showcasing the development of collaborative skills.

Communication skills are evident in the responses as well. Student B mentions increased confidence in interacting and learning about cultural differences, demonstrating improved communication abilities. Additionally, Student E expresses personal growth in communication and interaction, especially with foreigners.

Digital Literacy Skills

While not explicitly mentioned, experiences such as exploring Malaysia and the broken suitcase incident (Student D) suggest the development of practical digital skills, possibly related to navigation, online communication, or problem-solving.

Life and Career Skills

The students exhibit a range of life and career skills. Flexibility and adaptability are highlighted by Student A's quick adaptation to new environments and Student D's experience of learning to think and act quickly. Initiatives and self-direction are demonstrated by Student A's emphasis on leading oneself and friends, and Student D's reflection on the importance of taking initiative and engaging in self-directed learning.

Leadership and responsibility are explicitly mentioned by Student B, who shaped themselves to become a true leader. Student D's reflection on the need for collaboration in a group setting also indicates leadership skills. Social and cross-cultural skills are evident in multiple responses, with students learning about and respecting different cultures. Student E explicitly mentions the importance of respecting other cultures.

Finally, productivity and accountability are implied in Student D's reflection on the need to work together, unite ideas, and reduce selfishness. This reflects a sense of productivity and accountability within a collaborative context.

In summary, the students' experiences in the GLP have positively impacted various 21st-century skills, with a notable focus on cultural awareness, leadership development, and adaptability.

CONCLUSION

As an Islamic school institution that attempts to employ transformative learning, MA DAFI holds several outstanding learning programs to facilitate its students possess important qualities necessitated in this 21st century. One of the school's transformative learning program is named Global Leadership Program (GLP). This program is considered a comprehensive way to support learning that moves beyond transfer of knowledge. Practically, it is a learning program that encompasses the transfer of values and skills.

The GLP showcases a profound impact on students' twenty-first-century skills, evident in direct observations and survey results. Activities like the national library visit and the leadership workshop at Universiti Kebangsaan Malaysia demonstrate a holistic integration of skills, fostering teamwork, communication, cultural awareness, and digital literacy. The survey affirms participants' perceived enhancements in creativity, collaboration, communication, critical thinking, digital literacy, and leadership, underscoring GLP's role in shaping

responsible and resilient individuals with a global perspective.

Furthermore, qualitative insights from participant interviews further emphasize the program's effectiveness in cultivating creativity, collaboration, communication, digital literacy, and life and career skills. Students' narratives highlight adaptability, leadership development, and cultural awareness, reinforcing GLP's transformative impact. In essence, the study provides a compelling case for the continued implementation and enhancement of Global Learning Programs, recognizing their pivotal role in equipping students with the multifaceted skills essential for success in the dynamic landscape of the twenty-first century.

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