

LEADERSHIP DEVELOPMENT PROGRAM FOR STUDENT ORGANIZATIONS AT ISLAMIC BOARDING SCHOOLS

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ABSTRACT

This research aims to determine programs that can successfully develop the leadership spirit of the Assa'adah Orphanage Student Organization (OPPYA) at the Assa'adah I Orphanage and Dhuafa' Islamic Boarding School, South Jakarta. This research is qualitative research with descriptive methods. Primary data sources are school principals, PAI teachers and students at Hidatha Vocational School, South Jakarta, while secondary data is school documentation related to the data in this research. The data analysis technique uses the flow model from Miles and Huberman with stages, namely: Data Reduction, Data Presentation, and Drawing Conclusions. Data collection methods use interviews, observation and documentation. The data validity check in this study used data triangulation which included triangulation of sources, techniques and time. The results of this research show that the leadership development program for student organizations in Islamic boarding schools can be carried out with a jointly planned program. The program was created to create administrators who adhere to the Islamic boarding school values that are needed by students, administrators who can develop themselves and character and morals from the activities carried out to achieve competent students, can face problems that occur one after another in each program, know indicators of expected success and have high motivation to encourage growth, commitment, ability to overcome challenges.

Keywords: Program, Leadership Spirit, Islamic Boarding School

INTRODUCTION

ible for the trust given to him and ensure that justice is upheld in making decisions. In the verse it is written:

إِنَّ اللَّهَ يَأْمُرُكُمْ أَنْ تُؤَدُّوا الْأَمْانَةَ إِلَى أَهْلِهَا وَإِذَا حَكَمْتُمْ بَيْنَ النَّاسِ أَنْ تَحْكُمُوا

بِالْعَدْلِ إِنَّ اللَّهَ نِعِمَّا يَعِظُكُمْ بِهِ إِنَّ اللَّهَ كَانَ سَمِيعًا بَصِيرًا

It means:

Indeed, Allah has commanded you to deliver the mandate to those who deserve it, and when you establish a law between people you should establish it justly. Indeed, Allah is the best who teaches you. Indeed, Allah is All-Hearing and All-Seeing: (<https://quran.nu.or.id/an-nisa/58>, accessed on july 25, 2022)

For an explanation of the interpretation above, it explains about "God's law which is always a reminder to give laws to yourself and others that you get as fairly as possible. So that you (humans) remember." This is explained in the interpretation of Ibn Kathir in the book "Tafsir Ibn Katsir" by Ibnu Katsir (E-Book Qurani edition 1, September 12, 2015: 15).

The leader's goal is the initial capital that makes education a part of the organization's vision and mission wherever it is located. One of the focuses of the author's attention was conducting research at an

educational institution in the South Jakarta area, namely the Orphan and Dhuafa' Assa'adah 1 South Jakarta Islamic Boarding School in order to strive for character education that was not found in school lessons alone.

Based on the author's observations together with one of the board of teachers of the Santri Care Council as the person responsible for the success of the activities in the Islamic boarding school. The Assa'adah Orphanage Student Organization (OPPYA) is an educational forum for developing leadership skills at the Assa'adah 1 Orphanage and Dhuafa' Islamic Boarding School, South Jakarta. Experience and insight are prerequisites for the formation of a good organization in educating its female students and female students. (F.Husein, personal communication, July 15, 2022)

Santriwan and female students as future leaders for society are expected to have the ability, experience and insight to be able to organize all programs to achieve goals. (Balai Pendidikan Pondok Modern Darussalam Gontor, "Warta Dunia Pondok Modern Darussalam Gontor, accesed on August 2022 [<https://gontor.tripod.com/kesan.htm.>]) Departing from the existence of character education in Islamic boarding schools. The organization acts as a vehicle for the education of community leader cadres, then the South Jakarta 1 Orphan and Dhuafa' Assa'adah Islamic Boarding School adopts the familiar Islamic boarding school education, namely Pondok Modern Darussalam Gontor (PMDG) East Java, whose work has been in existence for more than 98 years.

With the existence of the system owned by Pondok Modern Darussalam Gontor (PMDG) East Java, it has become a benchmark in transmitting the system it adheres to by educating its students by becoming administrators of the Pondok Modern Student Organization (OPPM) to the Orphan and Dhuafa Assa'adah 1 Islamic Boarding School, South Jakarta by adapting the existing culture and environment to the Assa'adah Orphanage Student Organization (OPPYA). (f.Husein, personal discussion on July 22, 2022)

Based on the explanation above, the author took the background of what happened at the Assa'adah 1 Orphanage Islamic Boarding School, South Jakarta as capital in the research title entitled "Strategy of the Assa'adah Orphanage Student Organization (OPPYA) in developing a leadership spirit at the Orphanage Islamic Boarding School and Dhuafa' Assa'adah 1 South Jakarta" as understanding the role of the Assa'adah Orphanage Student Organization (OPPYA) in developing a leadership spirit.

METHOD

This research uses a qualitative method. Qualitative research is research that aims to understand the phenomenon of what is experienced by the research subject such as role, behavior, perception, motivation, action and others. Holistically and by way of description in the form of words and language, in a specific natural context by utilizing various natural methods. (Moelong, ed. PT Remaja Rosdakarya, Bandung, 2007)

Qualitative research aims to explain phenomena in as much depth as possible through data collection. This research does not prioritize population size or sampling, in fact the sampling is very limited. If the data collected is in-depth and can explain the phenomenon being studied, then there is no need to look for other sampling. Qualitative research emphasizes the depth (quality) of data rather than the amount (quantity) of data.

In this way, researchers become research instruments who must be directly involved in the field. Therefore, qualitative research is subjective and the results are more casuistic, not to be generalized. The research design can change or be adjusted according to research developments. In general, research using qualitative methodology has the following characteristics:

1. Intensive, long-term participation of researchers in field settings, researchers are the main instrument of research.
2. Very careful recording of what happened with field notes and other types of documentary evidence.
3. Field data analysis.
4. Reporting results including detailed descriptions, quotes (quotes) and comments.

As for this research, to obtain objective data obtained through field research (Field research) by conducting interviews with female students in class

RESULTS AND DISCUSSION

In this discussion, the author will present data obtained from research results at the Orphan and Dhuafa' Assa'adah 1 Islamic Boarding School, South Jakarta. The problem studied refers to the focus of the problem discussed in the previous chapter, namely the efforts of the Pondok Yatim and Dhuafa' Assa'adah Student Organization (OPPYA) in developing a leadership spirit at Islamic Boarding School for Orphans and Dhuafa' Assa'adah 1 South Jakarta.

The implementation of this research took approximately 11 months. Data collection in this research used a descriptive approach to dig up information, analyze and process data and facts to dig up information in the field regarding the spirit of leadership in the Pondok Yatim Assa'adah Student Organization (OPPYA) while at the Islamic boarding school.

For greater clarity, the author presents data regarding the discussion of the problem in the focus of the problem as follows:

1. Programs that Can Succeed in the Development of the Leadership Spirit of the Assa'adah Orphanage Student Organization (OPPYA) at the Assa'adah Orphanage and Dhuafa' Islamic Boarding School 1 Jakarta
 - a) Pondok Yatim Assa'adah Student Organization (OPPYA) in Determining the Most Effective Programs or Activities

Islamic boarding schools are educational institutions that not only educate their students from academics about religion within them, but Islamic boarding schools teach general knowledge about organizations, society and even about social matters. All of this is obtained from programs that are created every day. As stated by Al-Ustadz Dodi Lesmana, S.Pd as the Santri Care Council in his words in an interview as follows:

"The Pondok Yatim and Dhuafa' Assa'adah Student Organization discussed with the teacher council to make an activity report which could be used as a reflection of the organization to determine and understand that the activity program implemented was in accordance with educational objectives without shifting the desires of an individual or minority group without thinking about the quality produced in organizational functions. Because several things have happened, all of which OPPYA wanted or wanted to achieve were not entirely good from a prospect (prediction), things are much better. *harm* for students and also Islamic boarding schools."

Activities in Islamic boarding schools are the heart of the force that continues to pivot to educate and shape the character of its students. So by determining the activity program from waking up to going back to sleep becomes a stimulus that teaches administrators to be competent and have integrity in every program in the future. As stated by Al-Ustadzah Amelia Nurul as OPPYA supervisor, she said the following:

"The Assa'adah Orphanage Student Organization actually doesn't need a lot of activity programs in a day. Because they have enough in one day and face daily activities from waking up to morning prayer, continuing to school until noon, not yet continuing in the afternoon, they take part in activities. *halaqah* about learning *kitab turuts* and in the evening continued TMI learning to gain knowledge about Islamic boarding schools. "In this way, OPPYA's role is needed to complete all things related to education in the dormitory in every worship activity, cleanliness and other things by taking advantage of these conditions."

Programs or activity plans that can be the axis for the formation of Islamic boarding school students can be obtained through how effective and useful the Islamic boarding school's values are. Because it is not useful for a program to be created if it is not in accordance with Islamic boarding school values. As stated *akhi* Arya Saputra as follows:

"The most effective programs or activities look at the benefits and values of Islamic boarding schools that are given to the students and those implementing the activities. Because many of the programs or activities usually do not have educational value."

But it's different from the view *ukhti* Pani Wulandari determines the most effective program based on the functions needed and expected by the students. Because each student has different abilities and skills to be able to take part in program activities determined by the management. That's where the differences in terms of effectiveness in interviews are as follows:

"The most effective program in developing leadership in Islamic boarding schools is based on the functions needed and expected for the students."

From the conclusions above, the author determines that Islamic boarding schools are educational institutions that have two learning methods (inside the classroom and outside the classroom). But the real axis of education is seen from the effectiveness of the activities carried out by the management in order to obtain Islamic boarding school values and also the needs of the students.

b) Leadership Development Programs that can be designed by the Pondok Yatim Assa'adah Student Organization (OPPYA)

In developing the leadership spirit of the Pondok Yatim Assa'adah Student Organization (OPPYA) there are several ways to design programs within it. One way is to elect the class leader as the driver and director of the organization's management in order to uphold the quality of the organization in one period. As stated by Al-Ustadz Dodi Lesmana, S.Pd as the Santri Care Council as follows:

"The election of a class leader from the Assa'adah Orphanage Student Organization (OPPYA) to drive and direct the pace of movement of the organization for a better period. Because being shown as a leader can grow maturity, self-confidence and become *public figure* (a person who becomes an example) in order to uphold the quality of an organization in one period."

However, Al-Ustadzah Amelia Nurul, OPPYA's supervisor, said in an interview that programs that can develop OPPYA's leadership spirit are obtained through holding/organizing events according to the annual schedule determined by the Islamic boarding school. Because in organizing it, it is not just an individual who thinks or creates it, but rather a group of people who plan the implementation from the beginning to the end of the event.

"Programs that can develop the leadership spirit of the Assa'adah Orphanage Student Organization (OPPYA) with holding large annual events in the form of competitions (cleaning competitions/speech competitions/other competitions) or art performances. "All of this is a learning forum that is a stimulus to develop their leadership spirit in thinking, planning, preparing and even contributing to the success of an event that is held."

Programs other than those above have also been prepared by Islamic boarding schools to develop their leadership spirit, including activities *Ilq Mufradat* (delivery of vocabulary). Because this program teaches the administrators in charge of these activities from providing media, preparing materials to delivery methods that are conveyed to students. This was conveyed by *akhi* Arya Saputra as Chair of OPPYA said the following:

"Held *the curriculum* (delivery of vocabulary) every time after dawn which is carried out by the language section together with the language section supervisor. "With this activity, it is held to create students who are fluent in Arabic or English in the Islamic boarding school environment." [18]

There are other activities that can develop the leadership spirit in them. Because some of the above are a small part of what the Islamic boarding school has prepared according to the needs and capacity for the benefits of the activities carried out. As stated by *ukhti* Pani Wulandari in his interview as follows:

"Activities that can develop leadership skills are as follows:

- 1) *Muhadoroh* (Speech Practice)
- 2) *Lailatul Hifdzi* (Choice Letters Memorization Night)
- 3) *Ilqo' Mufrodat* (Vocabulary Presentation)

This is reinforced by the significant benefits provided by the results of the above activities."^[19]

From the conclusion above, the author concludes that designing an Islamic boarding school activity program is a process of developing a leadership spirit that the Islamic boarding school consciously shows so that from self-development, character to morals, the activities carried out are to achieve competent students.

c) Various Programs that can Develop Leadership Spirit

In various circumstances and conditions, the organization holding an activity program is the development of the leadership spirit that the Islamic boarding school wants to give birth to from these activities. Examples of programs that can develop the leadership spirit of the Assa'adah Orphanage Student Organization (OPPYA) are as follows:

"Deliberations or discussions held by the Pondok Yatim Assa'adah Student Organization (OPPYA) are programs that can develop leadership skills. Because in deliberation many things are much more obtainable when studying directly in class to be exposed to material for speaking in front, determining problem solving, management activities and even listen to suggestions/evaluations/criticisms. In this way, the leadership development process obtained will be achieved much more quickly from studying in class just listening to educational theory which clearly cannot be put into practice immediately."

Deliberations or discussions held by the Pondok Yatim Assa'adah Student Organization (OPPYA) are a stimulus for the organization's need to develop its leadership spirit. But there are other programs that can develop their leadership spirit from discussion or deliberation activities, such as designing student activity programs in the form of event committees from structural, implementation to evaluation. This was conveyed by Al-Ustadzah Amelia Nurul as OPPYA Advisor as follows:

"In designing a student activity program to develop their leadership spirit, an event committee is formed to prepare the students to become the structural committee to make the event held successful or run well. "Certainly in this committee there will be a process of self-formation and competent development of each individual who is gathered together to create an innovative and brilliant idea in implementing it at the event."

Of course, when designing activities, students need to pay attention and supervise the program. Because there are many things in terms of sensitivity and concern, if the program is not in accordance with the specified direction, it also causes failure in developing an enhanced leadership spirit. This was conveyed by Akhi Arya Saputra as Chair of OPPYA in the following interview:

"In designing the activity program, students need to pay attention to and supervise all the ongoing processes of the event from the beginning to the end of the event. "Because without regular attention and supervision, the planned program will not run smoothly."

Apart from the guidance and attention of the program, there are also things that need to be reviewed regarding the many violations of Islamic boarding school discipline which sometimes become a setback from the expected educational values. This was conveyed by ukhti Pani Wulandari as security officer for the Assa'adah Orphanage Student Organization (OPPYA) in the following interview:

"There are still many students who violate the established Islamic boarding school discipline. With various reasons that have been prepared beforehand. "So this is a concern for administrators who want to focus on developing activities that should be a better development but are replaced by these improvements."

In the explanation above, the author concludes that many Islamic boarding school leadership development programs can be found from several activities held to achieve the ability of administrators to face the problems they face so as to produce dynamism of thought in designing programs to develop OPPYA's character.

d) How the Pondok Yatim Assa'adah Student Organization (OPPYA) Determines Success Indicators for the Leadership Development Program in Student Activities at Islamic Boarding Schools

In learning, we recognize a learning indicator that teachers need to know the extent of students' ability to learn lessons. In organizations, we also have success indicators to assist in planning and developing Islamic boarding school programs in the future. So through an interview with Al-Ustadz Dodi Lesmana, S.Pd as the Santri Care Council said the following:

"To find out an indicator of expected success through an activity process that runs from start to finish smoothly without any obstacles, then there is little evaluation, and what tends to be a very good indicator of success is that it is appreciated by students, teachers and even leaders. "Because the appropriate indicators of success are not obtained from the group's own recognition that wants to be assessed but must require help from other people."

Ustadz Dodi conveyed that indicators of success are measured through the process of activities that take place from start to finish whether they run smoothly or not during the process. In contrast to Al-Ustadzah's view, Amelia Nurul as OPPYA's advisor conveyed measurable indicators of organizational success from potential, talent, ability to the goals of each individual administrator faced, making the design of these success indicators achievable in accordance with their goals.

"In every musyrifah or supervising teachers in determining an indicator of success in developing the leadership spirit they have for the Assa'adah Orphanage Student Organization (OPPYA) differently by looking at potential, talent, ability and a desired goal. But that could be an indicator of me becoming musyrif is being able to become a good person for yourself by participating in all the series of activities in the Islamic boarding school and being able to divide your time in determining study time with organizational time, because being a person who for yourself is a provision can bring success in education and development. himself becomes a manager for the members under him."

But from the perspective of the Pondok Yatim Assa'adah Student Organization (OPPYA) itself, it has to achieve the best results from the desired success indicators. As owned by akhi Arya Saputra, Chair of OPPYA, in achieving good organizational goals, needs to pay attention to the management one by one in solving the problems they face. Because this makes the management more prepared and worthy than without the indicators they have.

"When organizing large activities or activities that can be carried out by more than one person, it is necessary to create an organizational or committee format.

By creating an organizational or committee format, you can clarify your needs and capabilities based on the tasks required. Like choosing a committee chairman in a happy stage performance event. Of course, the chief executive will stimulate himself to prepare personnel who can make the happy stage performance a success."

If from ukhti Pani Wulandari achieved the desired indicators through efforts to maximize the organized committee that was formed and carry out all the planned activity programs without negotiating at all to complete them. But it could be an endeavor boomerang for the management too, if it is not done optimally.

"Create an activity and within that activity form a committee where the committee is trained to carry out the tasks given."

Based on the explanation above, the author concludes that success indicators are very important in Islamic boarding school programs to measure the progress of OPPYA administrators, monitor program quality, account for achievements, plan development and provide motivation to OPPYA administrators themselves. To find out an indicator of expected success through the activity process which takes place from start to finish running smoothly without any obstacles, then there is a little evaluation, and it is appreciated by the students, teachers and even the leadership.

It is) The Function of Motivation in Developing the Leadership Spirit of the Management of the Assa'adah Orphanage Student Organization (OPPYA) in Islamic Boarding Schools

Motivation plays an important role in developing the leadership spirit of the board of the Assa'adah Orphanage Student Organization (OPPYA) with the aim of filling one's own fuel needs to become more than before. This was conveyed by Al-Ustadz Dodi Lesmana, S.Pd as the Santri Care Council, mentioned in an interview as follows:

"The motivational function in developing the leadership spirit of the Assa'adah Orphanage Student Organization (OPPYA) is very important. Because when traveling long distances, driving a vehicle requires fuel to keep up the speed of the vehicle, whether from a motorbike/car/truck/other. When in the middle of the road it breaks down because it runs out of fuel, the motivation function is what will give us refueling ammunition to drive the vehicle we are riding in. Such as advice from teachers, motivation from friends or maybe people who are able to support fatigue or tiredness to carry out the wheel of enthusiasm."

However, in Al-Ustadzah's view, Amelia Nurul, OPPYA's advisor, also conveyed that not only self-fuel is needed, but also a way of mediating when experiencing a downturn in order to find a problem in carrying out routines regarding organizational activities. That way the management will be able to manage himself in adversity became more optimistic and enthusiastic afterwards.

"Motivation is a form of self-mediation which becomes a support for management's declining self-competence in order to find a shortcut to deal with a cycle of unsatisfaction which certainly arises from a problem with the environment, other people or so on. "But all the motivation that is expressed is not one way of conveying it, but it can also be heard as a story that will later become a demotivated person who wants to be cared for or wants to feel his presence in conveying internal problems that can be discussed in order to find a solution."^[29]

In the presence of motivation provided by a board of teachers or friends who always help, it is also a mental development process that can add energy and strengthen self-confidence from the problems that arise in organizations. This was conveyed by akhi Arya Saputra as Chair of OPPYA said the following:

"The function of motivation in developing leadership is additional energy and strengthening self-confidence in solving problems faced within the organization."

According to ukhti Pani Wulandari as the security officer said that the function of motivation is very good, because with this motivation you can change yourself to be better and increase your seriousness in carrying out everything without feeling like you are not getting rewards that match your expectations.

"The function of motivation is very good because with this motivation I can change myself to be better and be serious about anything."

With the explanation above, the author concludes that motivation plays an important role in developing the leadership spirit of the board of the Assa'adah Orphanage Student Organization (OPPYA). High motivation encourages growth, commitment, the ability to overcome challenges, and positive inspiration. This also triggers innovation and better organizational development.

CONCLUSION

Based on the results of research that has been carried out regarding the role of the Pondok Yatim Assa'adah Student Organization (OPPYA) in developing a leadership spirit at the Assa'adah 1 Orphanage and Dhuafa' Islamic Boarding School, South Jakarta using various data collection methods and techniques which are then analyzed as stated in explained in the previous chapter. So in this research it can be created that a program that can be successful in developing the leadership spirit of the Pondok Yatim and Dhuafa' Assa'adah 1 South Jakarta Student Organization regarding the leadership spirit is planned together. The program was created to create administrators who adhere to the Islamic boarding school values that are needed by students, administrators who can develop themselves and character and morals from the activities carried out to achieve competent students, can face problems that occur one after another in each program, know indicators of expected success and have high motivation to encourage growth, commitment, ability to overcome challenges.

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