



ISSN Online: 2442-5605



Editorial Office: Faculty of Teacher Training and Education, Universitas Islam Negeri Sultan Syarif Kasim Riau, Indonesia
Phone: +62781365280889
E-mail: potensia.ftk@uin-suska.ac.id
Website: <https://ejournal.uin-suska.ac.id/index.php/potensia>

Strategic Management of Student Organization for Discipline Enhancement in Islamic Boarding Schools

Try Susanti^a, Fransisko Chaniago^a, Florante P. Ibarra^b, Suci Fitriani^a, Desi Ansari^a, Hamdan^c

^aUniversitas Islam Negeri Sulthan Thaha Saifuddin Jambi, Indonesia

^bCollege of Education, Central Luzon State University, Philippines

^cInstitut Agama Islam Syekh Maulana Qori Bangko, Indonesia

<http://dx.doi.org/10.24014/potensia.v11i2.38296>

Abstract

This study examines the strategic management of student organizations in enhancing student discipline at Al-Kautsar Integrated Islamic Boarding School in Tebo Regency, Jambi Province. Using a qualitative method with a descriptive-analytical approach, the research explores how student organizations are managed to support disciplinary development. Data were collected through in-depth interviews with key informants, including the organization's supervisor and chairman, as well as analysis of organizational documents such as program plans, regulations, and activity reports. The findings reveal that strategic management is effectively implemented through four core functions: planning, organizing, implementation, and supervision. Planning involves formulating the organization's vision and mission, establishing discipline rules and sanctions, and designing structured and sustainable programs. Organizing includes forming a clear organizational structure, assigning responsibilities according to students' interests and abilities, and ensuring continuous supervision. Implementation emphasizes role modeling, regular guidance, habituation, task distribution, and motivation to foster responsibility. Supervision is conducted through direct and indirect monitoring, supported by periodic evaluations and accountability reports. Overall, strategic management within student organizations contributes to improved discipline and fosters an orderly, safe, and supportive boarding school environment, offering a practical model for other Islamic boarding schools in Indonesia.

Keywords

Strategic management; student organization; discipline; Islamic Boarding School.

©2025; This is an Open Access Research distributed under the term of the Creative Commons Attribution Licence (<http://creativecommons.org/licenses/by/4.0>), which permits unrestricted use, distribution, and reproduction in any medium, provided the original works is properly cited.

Correspondence:

Try Susanti, Universitas Islam Negeri Sulthan Thaha Saifuddin Jambi, Indonesia
E-mail: trysusanti@uinjambi.ac.id

Introduction

Islamic boarding schools are the oldest Islamic educational institutions in Indonesia, which since the early 20th century have served as centers of learning driven by the spirit of *talab al-‘ilm* (the pursuit of knowledge). Prayer halls *surau* and mosques have also functioned as places of both learning and worship (Nizah, 2016; Perawironegoro, 2019). Institutionally, Islamic boarding schools aim to produce Muslims who possess a deep understanding of religion (*tafaqquh fi al-din*), uphold noble character, and contribute positively to society (Abidin et al., 2020).

The development of student discipline is a fundamental aspect of Islamic Boarding School. Discipline not only supports the orderly implementation of worship and social norms but also serves as a means of internalizing Islamic values such as responsibility and self-control (Nadifa & Muttaqin, 2023; Alfath, 2020). The effective implementation of discipline requires educational management that includes planning, organizing, implementation, and evaluation (Krisnadi, 2020; Widiensyah, 2018). Organizational management plays an important role in ensuring the sustainability of educational programs, as organizational effectiveness can be assessed through its structure, work programs, coordination processes, and collaboration among members (Arena et al., 2023).

Theoretical studies on organizations show that the success of management is highly influenced by the dynamics of interaction and the ability of members to adapt in achieving goals (Nainggolan, 2021). In the context of Islamic Boarding School, professional discipline management becomes a crucial factor in shaping students' character to be independent, self-controlled, and obedient to rules (Ismail et al., 2021; Bayu Astra et al., 2024; Baharun et al., 2025). This is in line with the view that discipline is an educators' response to deviant behavior with the aim of creating a safe and conducive learning environment (Raharja, 2023; Luiselli et al., 2005).

Data related to disciplinary violations, the imposition of sanctions, and academic achievements can be used to evaluate the effectiveness of regulations and behavior development within the educational environment (Putnam et al., 2003). The inculcation of discipline is also in line with the mandate of Law Number 20 of 2003 concerning the National Education System, which emphasizes the importance of forming noble character as part of the goals of national education (Nurkholifah, 2018). Students who were previously less disciplined can learn to take responsibility through the habituation of orderly behavior with the support of teachers, mentors, and the Islamic Boarding School community. Thus, discipline becomes a key element in shaping students' noble character.

So far, there have been several studies exploring organizational management regarding students' discipline in Islamic boarding schools. Research conducted by Iqbal (2024), shows that the implementation of performance management through monitoring, coaching, and periodic evaluation can improve students' discipline. Furthermore, research conducted by Fauzi & Mokhtar (2024), emphasized that the enforcement of discipline not only maintains order but also ensures the continuity and regularity of the entire educational process in Islamic boarding schools. Conversely, weak discipline implementation can lead to disorder, disrupting the effectiveness of educational programs.

One of the educational institutions that places great emphasis on fostering students' disciplined character is the Al-Kautsar Integrated Islamic Boarding School in Tebo Regency. This institution not only focuses on religious education but also equips students with life skills rooted in discipline. In practice, the student organization plays a strategic role in formulating, implementing, and evaluating the boarding school's regulations, such as mandatory congregational prayers, *muhadasah* (speech practice) activities, prohibitions on smoking and

dating, and a structured evening study schedule. The presence of the student organization serves as a key instrument in cultivating a culture of discipline and collective responsibility within the boarding school environment.

However, the implementation of student organization management often faces challenges, such as the fluctuating motivation of some students to comply with regulations, the lack of optimal systematic support from external parties, and limitations in structured management patterns. To date, there have been few empirical studies specifically examining how the application of strategic management in student organizations can affect the effectiveness of discipline in Islamic boarding schools.

In response to these challenges, Al-Kautsar Integrated Islamic Boarding School has begun developing a strategic management model for student organizations, which includes needs-based planning, systematic organizing, measurable program implementation, and comprehensive evaluation of students' discipline achievements. This approach actively involves students as the main actors, fostering a sense of ownership of the prevailing rules and strengthening the internalization of disciplinary values. Based on this description, this study is aimed at investigating in depth how the strategic management of student organizations is designed and implemented to improve student discipline at Al-Kautsar Integrated Islamic Boarding School.

Method

This study employed a qualitative descriptive approach to obtain an in-depth understanding of the implementation of strategic management within the student organization in enhancing student discipline at Al-Kautsar Integrated Islamic Boarding School (Hildawati, 2024). The qualitative descriptive approach was chosen because it allows the researcher to systematically describe processes, activities, and interactions as they naturally occur, without manipulating the research setting, while capturing participants' perspectives in detail.

Research informants were selected using a purposive sampling technique, involving individuals who were directly engaged in the planning, implementation, and evaluation of organizational strategies. These informants included the Head Supervisor of the Student Organization, who provides guidance and oversight of organizational activities; the President of the Student Organization, who coordinates and manages work programs; and members of the student organization, who act as program implementers and directly experience the applied strategic management practices. The selection of informants was based on their roles, experiences, and relevance to the research objectives.

Data were collected through semi-structured in-depth interviews to explore strategic management processes, including planning, organizing, implementing, and evaluating organizational programs related to discipline enhancement. In addition, participant observation was conducted to examine organizational activities and daily disciplinary practices, such as congregational prayers, muhadasah, evening study sessions, and discipline enforcement mechanisms. Document analysis was also employed to strengthen the findings, utilizing documents such as organizational structures, work programs, student discipline regulations, and discipline evaluation reports. The collected data were analyzed using the interactive model proposed by Creswell (2015), which consists of three interrelated stages: data reduction, involving the selection and simplification of relevant information; data presentation, organizing the data into a coherent and systematic narrative; and conclusion drawing, in which findings were verified and interpreted based on the triangulation of interview, observation, and documentation data.

Results

This section presents the findings of the study on the strategic management of the student organization at Al-Kautsar Integrated Islamic Boarding School in enhancing student discipline. The results are organized based on the main management functions, namely planning, organizing, actuating, and evaluating, which serve as the analytical framework of this research. The findings are derived from in-depth interviews, observations, and document analysis, providing a comprehensive picture of how strategic management is implemented in daily organizational practices. Through this structured presentation, the study aims to illustrate the processes, roles, and mechanisms employed by the student organization in fostering discipline and supporting the educational objectives of the pesantren.

Planning

The findings reveal that the planning process at Al-Kautsar Integrated Islamic Boarding School is carried out systematically and collaboratively between the Vice Head of the Boarding School, the organization supervisor, and the student organization board. Based on interviews, observations, and document analysis, the planning stage emphasizes three major aspects: strengthening student discipline, developing leadership capacity, and organizing structured routines that align with the pesantren's vision and mission.

The Vice Head of the Boarding School explained, "Before the academic year begins, we hold coordination meetings to align the pesantren's programs with the student organization's plans. Our main goal is to ensure that every activity supports discipline, worship, and learning." The organization supervisor added, "We formulate the annual work plan through discussions with all division heads. Every activity must have a clear objective, a responsible person, and an evaluation schedule." The Head of the Student Organization stated, "Each division proposes its own program Ta'lim for religious activities, Sports for physical training, and Sanitation for cleanliness. All of these are combined into one master schedule." A member of the Ta'lim Division explained, "We schedule Qur'an recitations and evening study times early in the year so that they don't clash with other programs." Another member from the Security Division shared, "When we plan, we review the regulations and sanctions again so everyone is reminded about discipline."

Observations of planning meetings showed active participation from students and teachers. The discussions were solution-oriented and guided by the Vice Head, who ensured that all proposed activities remained consistent with institutional goals. The process of formulating vision, mission, discipline rules, sanctions, and time schedules reflects the pesantren's commitment to embedding discipline through structured and participatory planning.

To ensure that the planned programs are implemented effectively, the student organization develops a comprehensive schedule of daily, weekly, monthly, and annual activities. This structured scheduling system functions as both a time-management tool and a behavioral guideline for students. According to the Vice Head of the Boarding School, "A clear and consistent schedule helps students manage their time effectively and stay focused on their responsibilities." The supervisor added, "From morning prayer to evening study, every activity is designed and documented to make discipline a daily habit." The Head of the Student Organization confirmed that "each division is responsible for specific programs under their coordination, so discipline is applied evenly across all activities." Observations of the program documents revealed that every activity has an assigned time, person in charge, and location, allowing for efficient supervision and accountability.

The tables below summarize the planned daily, weekly, and monthly/annual programs for the 2024/2025 academic year. These serve as the operational blueprint of the student

organization, illustrating how structured planning directly supports the cultivation of discipline in the pesantren environment.

Table 1. Daily Activities/Daily Program

Time	Activity	Person in Charge	Location
04:05– 06:10	Fajr Prayer & Qur’an Recitation	Ta’lim Division	Mushola
06:10– 07:15	Cleaning Duty Bathing & Breakfas	Sanitation Division.	
07:15– 10:40	School	Security Division	-

The table above illustrates a structured sequence of students’ daily activities organized according to the time of implementation, types of activities, persons in charge, and locations. The activities begin from 04:05 to 06:10 with the performance of congregational Fajr prayer followed by Qur’an recitation at the mushola under the responsibility of the Ta’lim Division, which aims to instill spiritual discipline and foster consistent worship habits among the students. Subsequently, from 06:10 to 07:15, students carry out cleaning duties, bathing, and breakfast activities coordinated by the Sanitation Division to develop personal discipline, responsibility, and awareness of environmental cleanliness within the pesantren. After completing the morning routines, from 07:15 to 10:40, students participate in school learning activities under the supervision of the Security Division to ensure orderliness and discipline during the teaching and learning process.

Table 2. Students’ Daily Activity Schedule

04:05–06:10	Fajr Prayer & Qur’an Recitation	Ta’lim Division	Mushola
06:10–07:15	Cleaning Duty, Bathing & Breakfast	Sanitation Division	-
07:15–10:40	School	Security Division	Classroom
10:40–11:00	Break	-	-
11:00–12:20	School	Security Division	Classroom
12:20–13:10	Dhuhr Prayer	Ta’lim Division	Mushola
13:10–13:50	Lunch	Health Division	-
13:50–14:55	Afternoon Study	Security Division	Classroom
14:55–15:10	Break	-	-
15:10–16:05	Asr Prayer & Qur’an Recitation	Ta’lim Division	Mushola
16:05–16:45	Sports	Sports Division	Field
16:45–17:30	Cleaning Duty & Bathing	Sanitation Division	-
17:30–20:20	Maghrib Prayer, Qur’an Recitation, & Isha Prayer	Ta’lim Division	Mushola
20:20–20:55	Dinner	Health Division	-
20:55–22:00	Evening Study	Ta’lim Division	Hall

(Boarding School Organizational Document 2024)

The table above presents a detailed and structured schedule of students’ daily activities from early morning until night, highlighting the allocation of time, types of activities, persons in charge, and locations. The daily routine begins at 04:05–06:10 with the performance of congregational Fajr prayer followed by Qur’an recitation at the mushola under the coordination of the Ta’lim Division. This initial activity aims to cultivate spiritual discipline and habituate

students to begin their daily activities with acts of worship. From 06:10–07:15, students engage in cleaning duties, bathing, and breakfast organized by the Sanitation Division. Academic activities then take place from 07:15–10:40 and continue from 11:00–12:20 under the supervision of the Security Division in the classrooms to ensure order and discipline during the learning process, with a short break provided from 10:40–11:00.

At midday, students perform congregational Dhuhr prayer from 12:20–13:10 under the responsibility of the Ta’lim Division, followed by lunch from 13:10–13:50 coordinated by the Health Division. Afternoon study sessions are conducted from 13:50–14:55 before a brief break from 14:55–15:10. The afternoon and evening programs continue with Asr prayer and Qur’an recitation from 15:10–16:05, followed by sports activities from 16:05–16:45 supervised by the Sports Division. Students then carry out cleaning duties and bathing from 16:45–17:30. In the evening, congregational Maghrib and Isha prayers accompanied by Qur’an recitation take place from 17:30–20:20 under the Ta’lim Division, followed by dinner from 20:20–20:55 managed by the Health Division. The daily schedule concludes with evening study sessions from 20:55–22:00 in the hall, reflecting an integrated and disciplined management of religious, academic, and character-building activities within the pesantren environment.

Table 3. Weekly Activities/Weekly Programs

Time	Activity	Person in Charge	Location
Thursday After Maghrib	Yasin Recitation	Education Division (Ta’lim)	Prayer Hall
Monday After Maghrib	Burdah/Maulid Recitation	Education Division (Ta’lim)	Prayer Hall
Saturday After Isha (20:00)	Public Speaking (Muhadaroh)	Security Division	Classroom
Sunday Afternoon	Scout Activities	Arts and Skills Division	Main Field
Monday–Thursday	Calligraphy (per class)	Arts and Skills Division	Classroom
Saturday & Sunday (16:20)	Hadrah & Kompangan Practice	Arts and Skills Division	(Unspecified)

(Boarding School Organizational Document 2024)

The table describes a series of students’ extracurricular activities that are systematically scheduled based on the time of implementation, types of activities, persons in charge, and locations. On Thursday after the Maghrib prayer, students participate in Yasin recitation activities held in the prayer hall under the supervision of the Education Division (Ta’lim) as an effort to strengthen spiritual values and habituate collective worship. Furthermore, on Monday after Maghrib, Burdah or Maulid recitation is conducted, also supervised by the Education Division (Ta’lim) and held in the prayer hall, aiming to instill love for the Prophet Muhammad and reinforce religious values. On Saturday after the Isha prayer at 20:00, students take part in public speaking (muhadaroh) activities held in classrooms under the guidance of the Security Division, which aim to develop students’ confidence, communication skills, and discipline. On Sunday afternoon, scout activities are conducted on the main field and managed by the Arts and Skills Division to foster leadership, teamwork, and independence among students. In addition, calligraphy activities are carried out from Monday to Thursday on a class-by-class basis in classrooms under the supervision of the Arts and Skills Division as a means of developing Islamic artistic talents. Meanwhile, hadrah and kompangan practice is conducted on Saturdays and

Sundays at 16:20 under the coordination of the Arts and Skills Division as an effort to preserve Islamic cultural arts and strengthen students' sense of togetherness.

Table 4. Monthly & Annual Activities/Programs

No	Time	Activity	Person in Charge (PIC)	Location
1	Monday After 'Isha	Grand Maulid Recitation	Ta'lim Division	Main Field
2	Sunday After 'Isha	Grand Muhadarah	Security Division	Main Field
3	End of the Month	Work Meeting	–	–
4	Eid al-Adha (Dhu al-Hijjah)	MQK (Qur'an Competition)	OPPA Board Management	Main Field
5	Graduation for Grade 3 MTS/MA	MTQ (Qur'an Recitation Competition)	OPPA Board Management	Main Field

(Boarding School Organizational Document 2024)

The table above presents several major and incidental activities organized by the student organization. The Grand Maulid Recitation is conducted on Monday after the 'Isha prayer at the main field and is coordinated by the Ta'lim Division. The Grand Muhadarah is held on Sunday after the 'Isha prayer at the main field under the responsibility of the Security Division. In addition, a work meeting is organized at the end of each month as a forum for evaluation and organizational program planning. During the celebration of Eid al-Adha in the month of Dhu al-Hijjah, a Musabaqah Qira'atil Kutub (MQK) is organized and managed by the OPPA board and conducted at the main field. Another activity is the Musabaqah Tilawatil Qur'an (MTQ), which is held as part of the graduation ceremony for Grade 3 MTs and MA students, also coordinated by the OPPA board and taking place at the main field.

Organizing

The organizing process at Al-Kautsar Integrated Islamic Boarding School focuses on establishing a clear organizational structure and distributing tasks based on students' competencies and interests. Based on field interviews, documentation, and observations, the organizational structure is determined directly by the *Mudir* (boarding school leader) in collaboration with the supervisors to ensure clarity of roles and responsibilities within the student organization. The Vice Head of the Boarding School explained, "We design the structure carefully, ensuring that each division has a clear role and that every member understands their responsibility." The supervisor of the student organization added, "After the structure is decided, we guide each division on how to manage their duties and coordinate with others. We emphasize communication because all divisions are interconnected."

Documentation and observations showed that the organization consists of eight divisions: Security, Ta'lim (Religious Education), Language, Sanitation, Sports, Arts & Skills, Health, and Duyuf (Guest Relations). Each division has specific tasks to support discipline and student development. Recruitment is conducted through a selection process prioritizing 12th-grade students with good academic and behavioral records. The Head of the Student Organization explained, "We are assigned according to our interests and abilities. If a student is unsure, the mentor helps determine the best placement. I was placed in the Sports Division because of my passion for physical training." Another respondent, a member of the Language Division, said, "The process was fair. We were asked about our interests before being appointed. There was no pressure from the teachers; everything went transparently." The Vice Head of the Boarding

School also confirmed this, stating, “We encourage students to choose positions that match their potential, not just based on seniority. This helps them take ownership of their tasks.”

Observation of organizational meetings revealed strong coordination among divisions. Weekly coordination meetings were held where division heads reported their progress. One member mentioned, “Every week, we have meetings to evaluate our activities and discuss challenges. If one division faces a problem, others help.”

These findings indicate that the organizing process in the student organization is systematic, participatory, and transparent. Each stage from recruitment to division coordination is managed collaboratively, ensuring that the organization runs efficiently and supports the formation of disciplined behavior among students.

Actuating

The implementation process at Al-Kautsar Integrated Islamic Boarding School focuses on translating the planned programs into real actions through modeling, guidance, habituation, and motivation. Based on interviews and observations, this stage represents the operationalization of discipline values within the daily life of students. The Vice Head of the Boarding School explained, “Discipline in pesantren is not only about giving orders; it must be lived and practiced daily. That’s why we emphasize example and consistency.” The organization supervisor added, “All teachers, mentors, and student leaders are expected to be role models. Students learn more from what they see than what they hear.”

Observations confirmed that student leaders (administrators) consistently demonstrated punctuality, orderliness, and respectful behavior. The Head of the Student Organization shared, “We try to be good examples. If we are late or disobey the rules, we also receive sanctions.”

Regular guidance and supervision are also provided to strengthen the implementation of discipline. The supervisor noted, “Every week, we hold meetings and short religious studies to remind students about manners, order, and punctuality.” During the new student orientation (MPLP), student leaders take an active role in introducing pesantren regulations, praying schedules, and etiquette. One new student recalled, “During MPLP, seniors taught us how to manage time, speak politely, and keep the dorm clean. It made adapting easier.”

Habituation plays an equally important role. Students are trained to repeat positive routines such as dhikr after prayers, daily Qur’an recitation, muhadarah (public speaking), and collective study sessions. A member of the Ta’lim Division explained, “At first it was hard to follow all the routines, but because we do them every day, it becomes a habit.”

Motivation is continuously provided through reminders, appreciation, and collective reflection. The Vice Head of the Boarding School stated, “Discipline must be supported by encouragement. We often give advice after prayers or before class to remind students that discipline builds success.” The combination of exemplary conduct, guided routines, and motivational reinforcement creates a learning environment where discipline becomes a personal value rather than an external demand.

Evaluating

The evaluation process of the student organization at Al-Kautsar Integrated Islamic Boarding School is carried out systematically through both direct and indirect supervision. Based on the interviews, both the supervisors and organizational management consistently perform evaluations to ensure that discipline is maintained among all students. The student organization supervisor stated, “Supervisors and organizational management at Al-Kautsar Integrated Islamic Boarding School not only oversee daily supervision but also conduct ongoing progressive evaluations.”

This dual-layered monitoring system ensures that student discipline is observed comprehensively. Indirect evaluation involves gathering information and monitoring activities through organizational management and supervisory teams, while direct supervision is implemented through on-site observation and assessment. The chairperson of the student organization added, “supervision is carried out by gathering information from pesantren management to maintain security and order, ensuring that all students remain monitored and alert throughout their busy daily schedules. The effectiveness of this system is the result of continuous evaluation and monitoring.”

Observations showed that evaluation meetings are conducted weekly, monthly, and at the end of each term. The security team and organizational supervisors conduct joint assessments during management meetings held every Friday morning, focusing on problems such as tardiness, classroom order, and cleanliness. The supervisor explained that “weekly evaluations are mainly for the security division, while all divisions are evaluated monthly to ensure coordination.”

Furthermore, a general work meeting is held at the end of each month, attended by the director, management, instructors, and organizational officials to address recurring issues. Each division is also required to prepare an accountability report at the end of its service term. This structured evaluation process strengthens coordination, enhances communication, and ensures that discipline is consistently monitored and improved across all divisions.

Discussion

Strategic Management of the Student Organization in Improving Discipline at Al-Kautsar Integrated Islamic Boarding School, Tebo Regency, Jambi Province

Management is defined as a series of effective and efficient activities aimed at achieving organizational goals through the optimal utilization of limited resources (Shofwan & Kuntoro, 2014). To achieve these goals, the management process requires strategic planning, which is a systematic process for determining the actions to be taken, how they should be implemented, and who is responsible for each task (Andini & Aslami, 2023). At Al-Kautsar Integrated Islamic Boarding School, the management of the student organization is led by a group of students and directly supervised by the Student Organization Supervisor. The supervisor is responsible for providing guidance and overseeing organizational performance to ensure that all programs implemented contribute to improving student discipline.

Data indicate that the management of the student organization at Al-Kautsar Integrated Islamic Boarding School is well-structured and strategic in nature. The organization implements several planned strategies aimed at strengthening student discipline, including program planning, organizing, implementation, and continuous evaluation.

The Strategic Management Process of Student Organizations in Improving Discipline

Specifically, the strategic management of the student organization at Al-Kautsar Integrated Islamic Boarding School in improving discipline consists of four processes: planning, organizing, implementing, and evaluating (Terry & Rue, 2010). Based on the research findings, these management processes can be explained in detail as follows:

Planning

The findings demonstrate that the planning process at Al-Kautsar Integrated Islamic Boarding School reflects a participative and systematic approach consistent with strategic management theory. According to (Budiman & Suparjo, 2021), planning serves as the foundation of management because it determines the direction, priorities, and coordination of organizational efforts. The inclusion of the Vice Head of the Boarding School, supervisors, and student representatives in

the process illustrates a collaborative governance model that promotes ownership and accountability among students.

The formulation of vision and mission, disciplinary guidelines, and structured activity schedules aligns with [Terry & Rue \(2010\)](#) concept of strategic planning, where goals are clearly defined and supported by systematic action plans. The deliberate focus on balancing religious, academic, and character-building activities demonstrates a holistic educational orientation consistent with Islamic education management principles ([Krisnadi, 2020](#)).

Furthermore, the process of allowing each division to propose programs independently reflects a bottom-up planning approach, empowering students to become active contributors rather than passive implementers ([Maghfuri, 2020](#)). This supports the findings of [Widiansyah \(2018\)](#), who emphasizes that participatory planning enhances coordination and effectiveness in educational institutions.

The emphasis on scheduling, regulation review, and sanction formulation also indicates that the pesantren employs preventive management, where discipline issues are anticipated rather than merely reacted to. This resonates with the view of [Andini & Aslami \(2023\)](#), who argue that effective planning in educational organizations must include mechanisms for monitoring and control as early as the design stage.

In conclusion, the discussion highlights that the planning process at Al-Kautsar Integrated Islamic Boarding School is not only administrative but also developmental. It integrates the pesantren's spiritual mission with modern management principles, fostering both organizational discipline and student leadership capacity.

Organizing

The findings show that the organizing process at Al-Kautsar Integrated Islamic Boarding School aligns closely with the principles of effective management described by [Fakhrurozi \(2024\)](#) where organizing involves structuring, resource allocation, and coordination in accordance with established plans. The formation of eight divisions illustrates the pesantren's commitment to building a clear and functional hierarchy that supports both discipline and student development.

The transparent recruitment system reflects the concept of participative management, emphasizing fairness and motivation in task allocation. This finding corresponds with [Manda \(2016\)](#) who highlights that effective delegation should consider individual competencies and interests to ensure organizational efficiency. By allowing students to choose their divisions based on preference and capability, the pesantren fosters intrinsic motivation and accountability, which are essential for sustaining discipline and productivity.

Moreover, the emphasis on coordination meetings across divisions reinforces [Widiansyah \(2018\)](#), argument that communication is a central element of educational organization effectiveness. Regular coordination ensures that problems are addressed collectively and that every member remains aligned with the pesantren's objectives.

The involvement of both supervisors and the Vice Head of the Boarding School in the organizing process also demonstrates a strong mentoring-based leadership model, where authority is combined with guidance and collaboration. This supports [Budiman & Suparjo \(2021\)](#) view that strategic educational management must integrate top-down direction with bottom-up participation to create a cohesive institutional culture.

Overall, the discussion confirms that the organizing function at Al-Kautsar Integrated Islamic Boarding School not only provides structural clarity but also nurtures a sense of belonging, fairness, and shared responsibility among students factors that significantly contribute to improving discipline and leadership skills within the boarding school environment. task distribution is carried out transparently and without coercion, aligning with the principle of task

delegation that takes individual skills into account to ensure the effective functioning of the organization and the achievement of its objectives.

Implementating

The findings indicate that the implementation process at Al-Kautsar Integrated Islamic Boarding School effectively transforms planned discipline strategies into behavioral practices through role modeling, habituation, and motivational approaches. This implementation model aligns with [Sholikah & Sunarto \(2024\)](#) who asserts that implementation in educational management involves mobilizing resources and motivating members to achieve organizational objectives.

The emphasis on role modeling is consistent with the Islamic educational philosophy of *uswah hasanah* (good example), in which teachers and senior students function as living role models for moral and behavioral formation ([Azizah et al., 2022](#)). By requiring student leaders to adhere strictly to rules, the pesantren reinforces the principle that leadership begins with self-discipline.

The process of habituation, such as daily prayer routines, Qur'an recitation, and study sessions, reflects what [Kirana & Haq \(2022\)](#), describe as the internalization of discipline through repetition. This practice gradually transforms external control into internal motivation, ensuring that discipline is not forced but voluntarily maintained.

Regular guidance and orientation activities, such as MPLP, provide structured opportunities for students to understand and internalize pesantren values. This finding supports [Sarmini et al. \(2023\)](#), who note that orientation programs are effective tools for building early adaptation and commitment to institutional rules among new students.

Furthermore, the continuous provision of motivation and encouragement corresponds with [Balighoh \(2021\)](#), who highlight that sustained motivation positively influences students' awareness and willingness to follow disciplinary norms. Motivation strengthens intrinsic drive, while sanctions serve as corrective measures when necessary.

Overall, the discussion confirms that the implementation of strategic management in the student organization integrates moral education, behavioral modeling, and emotional engagement. This holistic approach successfully bridges the gap between planning and practice, resulting in an environment where discipline becomes both a collective culture and an individual responsibility.

Evaluating

The findings indicate that the evaluation process in the student organization at Al-Kautsar Integrated Islamic Boarding School reflects a comprehensive and continuous system of control. This approach is consistent with [Thontawi et al. \(2022\)](#), who state that effective evaluation involves assessment, measurement, and corrective action that are applied integratively to every organizational activity.

The combination of direct and indirect supervision ensures that all aspects of discipline are monitored, aligning with [Fadilah & F. \(2021\)](#), who emphasize that evaluation can occur vertically and horizontally allowing superiors to assess subordinates and vice versa. Such multi-directional evaluation enhances accountability and communication among organizational members.

The weekly evaluations conducted by the security division and monthly coordination meetings across all divisions demonstrate the pesantren's effort to institutionalize discipline through structured routines. This aligns with [Manda \(2016\)](#), who argues that regular evaluation contributes to improving coordination, communication, and effectiveness in educational organizations.

Moreover, the end-of-term accountability reporting provides a reflective mechanism for organizational learning, ensuring that each leadership period leaves documented evidence of achievement and challenges. This systematic process supports the principle of continuous improvement in management, as described by Terry & Rue (2010), where evaluation serves not only to control performance but also to guide future planning and development.

Overall, the discussion highlights that the evaluation management applied at Al-Kautsar Integrated Islamic Boarding School has successfully combined practical supervision, documentation, and reflective review, resulting in a disciplined, coordinated, and orderly environment that aligns with both Islamic educational values and modern management principles.

Conclusion

Based on the research findings, it can be concluded that the strategic management of the student organization at Al-Kautsar Integrated Islamic Boarding School has successfully enhanced student discipline by fostering daily discipline, structured habits, and strong character development among students. The management process involves strategic planning through the formulation of vision and mission statements, clear regulations, and a well-organized activity schedule, systematic organizing with clear allocation of tasks and responsibilities, implementation that emphasizes role modeling, guidance, assignments, and motivation, as well as strict supervision through direct and indirect monitoring, regular evaluations, and accountability reporting, all of which are designed to develop disciplined, responsible, and well-characterized students while creating a safe and orderly pesantren environment. For future research, it is recommended to examine the long-term impact of student organizational management on graduates' character and behavior after leaving the pesantren, to conduct comparative studies across different Islamic boarding schools in order to identify best practices and contextual differences, and to employ quantitative or mixed-method approaches to gain deeper insights into the effectiveness of specific management strategies in enhancing student discipline.

References

- Abidin, A. Z., Ahmadi, I., & Imamah, F. M. (2020). Kiai, Transformasi Pesantren dan Pencarian Model Gender Mainstreaming di Pesantren Subulussalam Tulungagung. *Jurnal Penelitian*, 14(1), 1. <https://doi.org/10.21043/jp.v14i1.7128>
- Alfath, K. (2020). *Pendidikan Karakter Disiplin Santri di Pondok Pesantren Al-Fatah Temboro*. Tesis. UIN Sunan Kalijaga.
- Andini, F. T., & Aslami, N. (2023). Manajemen Perubahan dalam Prinsip Manajemen Pendidikan Islam. *Jurnal Ilmu Manajemen, Ekonomi, Dan Kewirausahaan*, 3(2), 22–34. <https://ummaspul.e-journal.id/JKM/article/download/6108/2845>
- Arena, M., Hines, S., & Golden, J. (2023). The Three Cs for Cultivating Organizational Culture in a Hybrid World. *Organizational Dynamics*, 52(1), 100958. <https://doi.org/https://doi.org/10.1016/j.orgdyn.2023.100958>
- Astra, N. P. B., Hafid, E., & Suban, A. (2024). Scout Extracurricular Curriculum Management in Improving Student Discipline in Madrasah. *Munaddhomah*, 5(2), 161–172. <https://doi.org/10.31538/munaddhomah.v5i2.810>
- Azizah, N., Hasan, S., & Suhartono. (2022). Pendidikan Karakter Religius Dan Disiplin Siswa Melalui Kegiatan Pembiasaan Sholawat Bahriyah Kubro Pra Pembelajaran. *Al-I'tibar : Jurnal Pendidikan Islam*, 9(2), 68–73. <https://doi.org/10.30599/jpia.v9i2.1703>
- Baharun, H., Sholihah, I., & Imam, O. A. (2025). Optimizing the Quality of Anti-Bullying

- Education Services in Islamic Boarding Schools. *Potensia: Jurnal Kependidikan Islam*, 11(1), 101–116.
- Balighoh, N. H. (2021). Strategi Guru Madin dalam Peningkatan Kedisiplinan dan Motivasi Belajar Santri. *Al-Wijdān: Journal of Islamic Education Studies*, 6(2), 194–206. <https://doi.org/10.58788/alwijdn.v6i2.1149>
- Budiman, S., & Suparjo, S. (2021). Manajemen Strategik Pendidikan Islam. *JISIP (Jurnal Ilmu Sosial dan Pendidikan)*, 5(3), 515–523. <https://doi.org/10.36312/jisip.v5i3.2197>
- Creswell, J. (2015). *Penelitian Kualitatif & Desain Riset* (1st ed.). Pustaka Pelajar.
- Diana Nadifa, & Ahmad Ihwanul Muttaqin. (2023). Pembentukan Karakter Disiplin Santri Melalui Amaliyah Yaumiyyah di Pondok Pesantren Nurul Huda. *Risalatuna: Journal of Pesantren Studies*, 3(1), 1–21. <https://doi.org/10.54471/rjps.v3i1.2277>
- Fadilah, S. N., & F, N. (2021). Implementasi Reward dan Punishment dalam Membentuk Karakter Disiplin Peserta Didik di Madrasah Ibtidaiyah Al-Hidayah Jember. *Educare: Journal of Primary Education*, 2(1), 87–100. <https://doi.org/10.35719/educare.v2i1.51>
- Fauzi, A., & Mokhtar, H. (2024). Implementasi Karakter Disiplin Santri Berbasis Budaya Pesantren. *Journal of Islamic Education and Innovation*, 5(2), 89–97. <https://doi.org/10.26555/jiei.v5i2.12472>
- Hildawati. (2024). *Buku Ajar Metodologi Penelitian Kuantitatif & Aplikasi Pengolahan Analisa*. Sonpedia.com.
- Iqbal, M. Y. (2024). Efektivitas Manajemen Kinerja Pengurus dalam Mendisiplinkan Santri di Pondok Pesantren Mambaul Ulum , Wonosari , Bondowoso. *Mudir: Jurnal Manajemen Pendidikan*, 6(2), 1–6.
- Ismail, A. N., R., A. P., Wardani, R. N., Mardiyanti, D., & Bariroh, L. (2021). Integrating Curriculum Management into School-based Learning Quality Improvement. *Potensia: Jurnal Kependidikan Islam*, 7(2), 183–206. <https://ejournal.uin-suska.ac.id/index.php/potensia/article/view/14141>
- Kirana, Z. C., & Haq, D. D. (2022). Pembentukan Karakter Religius Santri di Pondok Pesantren Fathul Ulum Kwagean Kediri Melalui Kegiatan Mujahadah. *Jurnal Kependidikan Islam*, 12(2), 225–241. <https://doi.org/10.15642/jkpi.2022.12.2.225-241>
- Krisnadi, E. (2020). Penerapan Manajemen Tata Tertib dalam Meningkatkan Kedisiplinan Belajar Peserta Didik. *Jurnal Dialogika: Manajemen dan Administrasi*, 2(02), 98–108. <https://doi.org/10.31949/dialogika.v2i02.2180>
- Luiselli, J. K., Putnam, R. F., Handler, M. W., & Feinberg, A. B. (2005). Whole-School Positive Behaviour Support: Effects on Student Discipline Problems and Academic Performance. *Educational Psychology*, 25(2–3), 183–198. <https://doi.org/10.1080/0144341042000301265>
- Maghfuri, A. (2020). Synergic Management of Pesantren-Madrasa in the Modern Era as an Alternative of Indonesian Islamic Education. *Potensia: Jurnal Kependidikan Islam*, 6(1), 51–71.
- Manda, M. (2016). Fungsi Pengorganisasian dan Evaluasi Peserta Didik. *Kelola: Journal of Islamic Education Management*, 1(1), 89–101. <https://doi.org/10.24256/kelola.v1i1.432>
- Nainggolan, D. N. (2021). Komunikasi Organisasi: Teori, Inovasi dan Etika. In *Yayasan Kita Menulis*. (Issue April).
- Nizah, N. (2016). Dinamika Madrasah Diniyah: Suatu Tinjauan Historis. *Edukasia : Jurnal Penelitian Pendidikan Islam*, 11(1), 181–202. <https://doi.org/10.21043/edukasia.v11i1.810>
- Nurkholifah, I. (2018). Penerapan Sikap Disiplin pada Santri dan Santriwati di Pondok Pesantren. *Jurnal Kewarganegaraan*, 2(2), 47.
- Perawironegoro, D. (2019). Relationship Between Organizational Structure with the

- Effectiveness of the Organization in Pesantren. *Jurnal Kependidikan Islam*, 5(2), 179–196.
- Putnam, R. F., Handler, M. W., & Luiselli, J. K. (2003). Positive Schools: An Approach to School Discipline. *Psychiatric Services*, 54(7), 1039–1039. <https://doi.org/10.1176/appi.ps.54.7.1039>
- Terry, G. R. & Rue, L. W. (2010). *Dasar-Dasar Manajemen*. Bumi Aksara.
- Raharja, T. (2023). Kedisiplinan Siswa Sebagai Pendidikan Karakter di Lingkungan Madrasah. *Indonesian Journal of Action Research*, 2(1), 9–15. <https://doi.org/10.14421/ijar.2023.21-02>
- Sarmini, Widayanti, D. T., Onoyi, N. J., Aras, M., Yantri, O., & Saidy, M. (2023). Kegiatan Masa Pengenalan Lingkungan Sekolah (MPLS) di Sekolah Islam Nabilah, Batam, Tahun Pelajaran 2022-2023. *Jurnal Pengabdian Ibnu Sina*, 2(1), 52–62. <https://doi.org/10.36352/j-pis.v2i1.411>
- Shofwan, I., & Kuntoro, S. A. (2014). Pengelolaan Program Pembelajaran Pendidikan Alternatif Komunitas Belajar Qaryah Thayyibah di Salatiga Jawa Tengah. *Jurnal Pendidikan dan Pemberdayaan Masyarakat*, 1(1). <https://doi.org/10.21831/jppm.v1i1.2356>
- Sholikah, N. F. & Sunarto. (2024). Teori Manajemen Pendidikan Islam. *Karakter : Jurnal Riset Ilmu Pendidikan Islam*, 2(2), 205–213. <https://doi.org/10.61132/karakter.v2i2.566>
- Thontawi, M., MY, M., Chaniago, F., Fiqhi, A., Hazairin, I. N., & Afifah, Y. (2022). Tahfidz Al-Qur'an: A Study of Learning Management Systems in Higher Education. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 6(1), 574–585. <https://doi.org/10.33650/al-tanzim.v6i2.3535>
- Widiansyah, A. (2018). Peranan Sumber Daya Pendidikan sebagai Faktor Penentu dalam Manajemen Sistem Pendidikan. *Cakrawala-Jurnal Humaniora*, 18(2), 229–234.