

Organizational Implementation Model at Cadangpinggan Islamic Boarding School for Strengthening Student Leadership Character Based on Islamic Educational Values

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ABSTRACT

Leadership character education is essential for preparing Islamic boarding school students to respond responsibly to social change and assume meaningful roles in their communities. This study aimed to analyze the implementation of the Cadangpinggan Santri Organization (OSACA) in strengthening students' leadership character, identify its supporting and inhibiting factors, and formulate an implementation model grounded in Islamic educational values. A qualitative case study approach was conducted at Cadangpinggan Islamic Boarding School in Indramayu, West Java. Informants were selected purposively and included OSACA supervisors, organizational leaders and administrators, pesantren administrators, and participating students. Data were collected through observation, in-depth semi-structured interviews, and documentation, then analyzed through data condensation, data display, conclusion drawing, and verification. Data validity was ensured through source and technique triangulation. The findings showed that OSACA developed leadership through an interconnected cycle of cadre formation, coaching, responsibility assignment, organizational practice, mentoring, evaluation, and regeneration. This experiential process strengthened trustworthiness, responsibility, discipline, communication, cooperation, self-confidence, decision-making, problem-solving, and role modeling. Its implementation was supported by the pesantren environment, mentor involvement, organizational structure, administrator competence, and member cooperation, but was constrained by limited experience, coordination challenges, time management issues, and mentoring limitations. The study concluded that OSACA provided an effective and sustainable experience-based model that integrated Islamic values with practical leadership development.



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INTRODUCTION

Character education has become a major focus in human resource development in Indonesia, particularly in responding to global challenges, technological advancements, and rapid social changes. Educational institutions are no longer expected to focus solely on academic competence but also to develop students who possess integrity, responsibility, effective communication skills, collaboration abilities, critical thinking skills, and leadership capacity. In this context, character education serves as an essential foundation for producing

individuals who are not only intellectually capable but also morally and socially mature. Therefore, strengthening leadership character has become a strategic priority in education, including within Islamic educational institutions that emphasize holistic personality development (Tamam & Farihin, 2020).

The pesantren (Islamic boarding school) is an Islamic educational institution with distinctive characteristics in integrating religious education, character formation, and student leadership development. Unlike formal schools, the educational process in pesantren operates continuously through instruction, habituation, role modeling, mentoring, and communal living in a dormitory environment (Ma'arif & Arif, 2026; Miftahuddin et al., 2024). This setting supports the internalization of values such as religiosity, discipline, responsibility, independence, and leadership. Thus, pesantren not only prepares graduates with Islamic knowledge but also develops individuals capable of performing social and leadership roles within society (Tamam & Farihin, 2020).

From the perspective of Islamic education, leadership character is understood not only as the ability to influence and guide others but also as the embodiment of values such as trustworthiness (*amanah*), honesty, responsibility, justice, consultation (*musyawarah*), and role modeling (Muali et al., 2021; Muhyiddin et al., 2022; Muid et al., 2024; Mujahid, 2021; Pahrizal et al., 2023). These values are developed through continuous educational processes involving both formal learning and students' daily activities. Therefore, leadership character development requires an environment that provides students with opportunities to experience leadership practices directly, including decision-making, conflict resolution, and responsibility for assigned duties (Kintara & Arlina, 2026).

One strategic medium for developing leadership character in pesantren is student organization. These organizations function not only as platforms for implementing pesantren activities but also as learning environments for leadership development (Rusmana, 2024; Shiddiq et al., 2024; Shobirin et al., 2023). Through organizational involvement, students gain practical experience in planning programs, organizing activities, leading meetings, communicating effectively, resolving organizational issues, and evaluating program implementation (Suwardy et al., 2024). This experience is consistent with the concept of experiential learning proposed by Kolb (1984), in which learning occurs through direct experience that enables students to develop leadership competencies more effectively than through theoretical instruction alone.

Previous studies have demonstrated that leadership organizations and programs within pesantren contribute to the development of students' leadership character. Pahrizal, Arifin, and Hasanah (2023) found that leadership programs at Pondok Pesantren Kampung Quran developed leadership character through life skills and social skills development, equipping students with competencies that supported independence and social interaction. Other studies have shown that student organization management can serve as a medium for developing leadership abilities through involvement in various organizational functions. (Hanafi et al., 2021; Heli & Zakiah, 2019) found that student organization management at Pondok Pesantren Miftahul Falah was conducted through planning, organizing, implementation, and supervision processes. The organizational structure, including task distribution and responsibility allocation, was designed not only to support student activities but also to cultivate leadership abilities among students. Meanwhile, Suwardy, Iskandar, and Bahri (2023) highlighted that effective student organization management depends on administrator quality, a supportive organizational environment, and member collaboration. These findings indicate that student

involvement in organizations provides opportunities to develop responsibility, teamwork, communication, and organizational management skills through direct experience.

Studies conducted in recent years indicate that santri (Islamic boarding school students) organizations have become important instruments for strengthening leadership character within the pesantren environment. Research by Pahrizal et al. (2023) showed that leadership programs at Kampung Quran Pesantren developed leadership character through habituation, training, responsibility assignments, and life skills development. These findings suggest that leadership programs that provide students with opportunities to participate in developmental activities can support the growth of personal and social competencies related to leadership. Research on santri organization management also demonstrates that student participation in planning, organizing, implementation, and supervision activities contributes to leadership development. Heli and Zakiah (2019) showed that organizational structures and task allocation systems provide opportunities for students to develop leadership capabilities. Meanwhile, Suwardy et al. (2024) indicated that effective santri organization management requires competent administrators, supportive environments, and strong collaboration among members. Therefore, santri organizations function not only as administrative structures for managing pesantren activities but also as educational spaces where students develop leadership competencies through direct organizational participation.

Other research has expanded the discussion by positioning santri organizations as integral components of educational and leadership development processes within pesantren. Heli and Zakiah (2019) demonstrated that organizational management involving planning, organizing, implementation, and supervision enables students to learn activity management and develop leadership abilities. Similarly, Suwardy et al. (2024) emphasized that effective santri organization management requires qualified administrators, supportive organizational environments, and collaboration among members. These conditions allow students to participate directly in activities, assume responsibilities, develop teamwork, and strengthen organizational skills (Susanto et al., 2023; Suwardy et al., 2024; Yani et al., 2023). Thus, santri organizations serve not merely as administrative components of pesantren but also as practical learning environments for leadership development.

A review of previous studies indicates that research on santri organizations and leadership in pesantren has primarily focused on leadership programs, organizational management, and general leadership practices. Studies on santri organization management have shown that these organizations possess structured systems, task allocation mechanisms, and management functions, including planning, organizing, implementation, and supervision, which contribute to leadership development (Heli & Zakiah, 2019). Other studies highlight that organizational effectiveness is influenced by administrator quality, organizational environment, communication, collaboration, and leadership practices (Suwardy et al., 2024). Meanwhile, research on santri organizations as leadership development platforms indicates that student participation provides opportunities for leadership cultivation within the pesantren context (Firdaus et al., 2023).

However, further investigation is needed regarding how santri organizations are implemented as systematic and sustainable character education processes based on Islamic values. Leadership character development involves more than establishing organizational structures; it includes recruitment and leadership preparation, responsibility delegation, training, supervisor mentoring, habituation, evaluation, and leadership succession. Therefore, additional research is needed to understand santri organizations not only as activity

implementation platforms but also as educational systems that provide structured leadership experiences for students.

To address this gap, this study focused on the Cadangpinggan Student Organization (OSACA) at Cadangpinggan Islamic Boarding School (Pondok Pesantren). The study examined organizational activities not merely as routine boarding school programs but as an implementation process for strengthening students' leadership character based on Islamic values. The analysis covered the recruitment and preparation of administrators, leadership training, assignment of duties and responsibilities, supervisor guidance, program implementation, periodic evaluation, and leadership succession. Through this analysis, the study aimed to identify an organizational implementation pattern or model for strengthening leadership character based on OSACA practices. The findings are expected to contribute theoretically to leadership studies in Islamic education and provide practical implications for managing student organizations in boarding schools with similar characteristics.

Based on this background, this study aimed to analyze the implementation of the Cadangpinggan Student Organization (OSACA) in strengthening students' leadership character at Cadangpinggan Islamic Boarding School. Specifically, the study aimed to: (1) describe the implementation process of OSACA in strengthening students' leadership character; (2) analyze the factors supporting and inhibiting OSACA's implementation in this context; and (3) formulate an OSACA implementation model as a strategy for strengthening students' leadership character within the boarding school environment. The results are expected to contribute theoretically to leadership studies in Islamic education and provide practical recommendations for boarding school administrators in optimizing student organizations as platforms for leadership development and education.

METHOD

This research employed a qualitative approach with a case study design. This approach was selected to gain an in-depth understanding of the implementation of the Cadangpinggan Santri Organization (OSACA) as a medium for strengthening students' leadership character at Cadangpinggan Islamic Boarding School, Indramayu. The research was conducted at Cadangpinggan Islamic Boarding School, Sukagumiwang District, Indramayu Regency, West Java. Research informants were selected purposively based on their knowledge, experience, and direct involvement in OSACA implementation (Sugiyono, 2023). The informants included OSACA supervisors, organizational leaders and administrators, pesantren administrators or the Asatidz Council, and students involved in organizational activities.

Data were collected through observation, interviews, and documentation. Observations were conducted to examine organizational activities and student leadership practices. In-depth semi-structured interviews were conducted to obtain information regarding cadre development, responsibility assignment, work program implementation, mentoring processes, evaluation, and students' experiences in carrying out organizational responsibilities. Documentation was used to complement the data, including organizational structures, work programs, activity schedules and reports, meeting records, and OSACA activity documentation. Data analysis was conducted interactively through data condensation, data display, and conclusion drawing and verification. Interview, observation, and documentation data were compared and categorized according to research themes to identify patterns related to OSACA implementation and the development of students' leadership character (Moleong, 1989).

Data validity was ensured through source and technique triangulation. Source triangulation was conducted by comparing information obtained from OSACA supervisors,

organizational administrators, pesantren administrators, and students, while technique triangulation was conducted by comparing data from interviews, observations, and documentation (Sugiyono, 2023). The research focused on OSACA implementation in strengthening students' leadership character, the leadership characteristics developed through organizational involvement, and the supporting and inhibiting factors affecting its implementation. The leadership characteristics examined included responsibility, trustworthiness, discipline, communication, cooperation, self-confidence, decision-making, problem-solving, and role modeling

RESULTS AND DISCUSSION

OSACA Implementation Model in Student Leadership Education

The results of the study show that OSACA can be understood not only as an organization that carries out pesantren activities, but as a leadership education space that provides direct experience to students. The involvement of students in the organization allows them to carry out their mandate, interact with other members, work together, and take a role in the implementation of various pesantren activities. Thus, the leadership education process takes place through organizational experiences that are integrated with the daily lives of students. These findings are in line with the research of Pahrizal et al. (2023) which shows that leadership programs in pesantren can form leadership character through the development of life skills and social skills.

The leadership education model found in OSACA shows the existence of interrelated stages, namely regeneration, coaching, entrustment, organizational practice, mentoring, evaluation, and regeneration. These stages show that leadership is not formed through one specific activity, but through a continuous process. Students first receive coaching, then are given the opportunity to carry out responsibilities in the organization, receive assistance when facing problems, and evaluate the implementation of tasks. This pattern shows that organizational experience is an integral part of the leadership education process.

At the coaching stage, activities such as LDKS, upgrading, mentoring, coordination meetings, and work deliberations are a means to provide basic organizational understanding and skills to administrators. This coaching is important because students are not only required to understand structural tasks, but also need to have the ability to communicate, cooperate, make decisions, and solve problems. This finding is in line with research by (Januari et al., 2023) which shows that basic leadership training for students can provide benefits in the form of developing leadership skills, problem solving, and confidence.

After receiving coaching, students are given a mandate in accordance with the organization's fields and responsibilities. Giving a mandate is an important part because leadership values do not stop at conceptual understanding, but are practiced through real tasks. In carrying out the mandate, students learn to manage activities, coordinate with other members, complete tasks, and account for the results of their work. Thus, OSACA is a space that brings together the values of Islamic leadership with daily organizational practices. Research by (Shobirin et al., 2023) also shows that student organizations can be a medium for internalizing Islamic leadership values through the process of planning and implementing organizational activities.

Supervisor assistance is an element that connects the provision of mandates with the learning process of students. The supervisor does not take over the duties of the administrator, but provides direction and supervision so that organizational activities continue to run in

accordance with the goals of the pesantren. This pattern allows students to develop independence while receiving guidance when facing problems. This finding is in line with the research of (Suwardy et al., 2024) which places the quality of coaching, the organizational environment, and collaboration as important elements in the successful management of student organizations.

The implementation of the work program provides direct experience to students in managing activities and collaborating with other parties. At this stage, leadership skills develop through real-life situations that require students to communicate, divide tasks, manage time, solve problems, and determine the necessary actions. The organization thus functions as a space for leadership practice. These findings are in line with the research of Yani et al. (2023) which shows that student leadership development can be carried out through a combination of training, practice, and mentoring so that students have the opportunity to apply organizational knowledge in a real context.

Evaluation is an important stage because it provides an opportunity for administrators to assess the implementation of tasks and correct shortcomings. Evaluation not only functions as a control over the success of the program, but also as a reflection process for students in understanding the responsibilities that have been carried out. With evaluation, organizational experience can be processed into learning that encourages improvement in the quality of the implementation of the mandate in the next activity.

The next stage is management regeneration. Regeneration shows that leadership education in OSACA does not stop at individuals who are in office, but is directed at the sustainability of the regeneration process. The previous management experience is part of the learning process for the next generation so that the organization can continue to be a leadership training space. This kind of pattern shows that OSACA has a continuous cadre regeneration function, like student organizations in a number of other pesantren that are used as a means of leadership training for students.

Based on this description, the process of coaching the leadership of the OSACA management can be described in a research framework of thinking as presented in Figure 1.

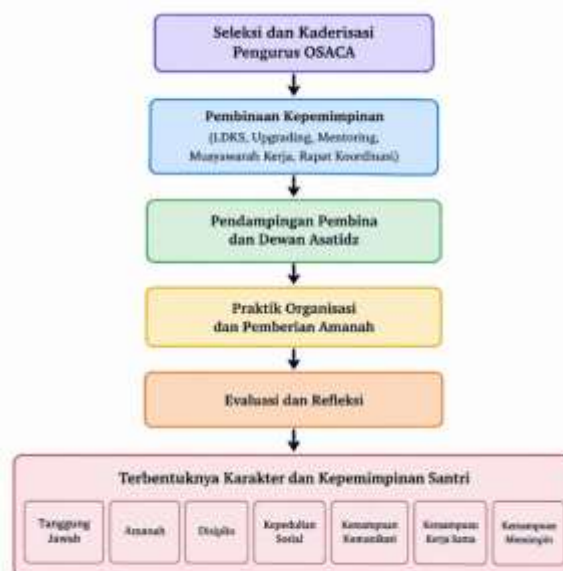


Figure1. Research Thinking Framework

Leadership Character Developed through OSACA

Involvement in OSACA provides space for the development of several leadership characters, particularly trustworthiness (*amanah*) and responsibility. Both characters are formed through the assignment of tasks that must be carried out by administrators according to their respective fields. Leadership in this context is understood not merely as a position, but as a responsibility that must be carried out and accounted for.

Beyond responsibility, organizational activities also provide experiences that support the formation of discipline. Administrators are required to align the execution of organizational tasks with their various obligations as *santri* (Islamic boarding school students). This condition makes the organization a space for habituation in managing time, fulfilling obligations, and carrying out tasks consistently. Interaction within OSACA activities also gives *santri* the opportunity to develop communication and cooperation skills. Administrators must coordinate with organization members, fellow *santri*, mentors, and the *pesantren* in implementing programs. Leadership that develops is therefore not merely individual in nature, but also relates to the ability to build relationships and achieve shared goals. Research on *santri* organizations shows that the quality of the organizational environment and collaboration among members are important elements supporting successful organizational management.

The experience of leading activities and facing organizational problems also provides space for the development of self-confidence, decision-making ability, and problem-solving. These characters are not obtained solely through the delivery of material, but through experience when *santri* must confront real situations in carrying out their organizational duties. This finding is consistent with the research of (Januari et al., 2023), which shows that leadership training for *santri* can benefit problem-solving ability and increased self-confidence.

Thus, the leadership character developed through OSACA can be understood as the result of a series of experiences that occur gradually. Coaching provides knowledge and skills, the granting of responsibility provides a space for practice, mentoring provides direction, while evaluation provides an opportunity for reflection and improvement. This pattern shows that OSACA functions as an educational environment that connects Islamic leadership values with real experience in organizational life.

Supporting and Inhibiting Factors in OSACA Implementation

The implementation of OSACA is supported by a *pesantren* environment that provides space for *santri* to run the organization, mentor support, organizational structure, and cooperation among members. These factors enable *santri* to gain leadership experience directly and continuously. Research by (Suwardy et al., 2024) also shows that the quality of human resources, the organizational environment, and collaboration are factors that influence the management of *santri* organizations.

The implementation of leadership education through the organization can also face obstacles related to administrators' limited experience, coordination, time allocation, and the mentoring process. These obstacles should be viewed as part of the educational process, because resolving organizational problems can in fact become a learning experience for *santri* in making decisions and finding solutions. Therefore, the success of OSACA is determined not only by the availability of programs, but also by the organization's ability to manage the coaching, mentoring, and evaluation processes on an ongoing basis.

OSACA as a Model of Leadership Education in Islamic Education

Based on the overall findings, the model of leadership education through OSACA can be formulated as an ongoing process that integrates cadre formation, coaching, the granting of responsibility, organizational practice, mentoring, evaluation, and regeneration. Each stage has a different but interrelated educational function. This model shows that santri organizations can function as a medium for character education when organizational activities are directed not only toward completing programs, but also toward shaping leadership values and competencies.

This finding broadens the understanding of santri organizations, as OSACA cannot be viewed merely as an administrative tool of the pesantren. The organization becomes part of an educational process that allows santri to learn through experience, habituation, responsibility, social interaction, and role modeling. This is consistent with previous research showing that santri organizations can contribute to the development of social skills, responsibility, discipline, and leadership (Pahrizal et al., 2022; Shobirin et al., 2023; Suwardy et al., 2024).

Thus, OSACA's main contribution to Islamic Religious Education lies in its ability to integrate Islamic values with leadership experience in real life. The values of trustworthiness, responsibility, discipline, cooperation, communication, and role modeling are not merely conveyed as concepts, but are practiced through organizational activities. In this context, OSACA can be positioned as a form of experience-based leadership education that complements the formal learning process in the pesantren.

Model of OSACA Implementation in Santri Leadership Education

The research results show that OSACA can be understood not merely as an organization that carries out pesantren activities, but as a space for leadership education that provides direct experience to santri. Santri involvement in the organization allows them to carry out responsibilities, interact with other members, cooperate, and take on roles in implementing various pesantren activities. Thus, the leadership education process takes place through organizational experience that is integrated with santri's daily lives. This finding is consistent with the research of Pahrizal et al. (2022), which shows that leadership programs in pesantren can shape leadership character through the development of life skills and social skills.

The model of leadership education found in OSACA shows the existence of interrelated stages, namely cadre formation, coaching, the granting of responsibility, organizational practice, mentoring, evaluation, and regeneration. These stages show that leadership is not formed through a single activity, but through an ongoing process. Santri first receive coaching, are then given the opportunity to carry out responsibilities within the organization, receive mentoring when facing problems, and conduct evaluations of task implementation. This pattern shows that organizational experience is an integral part of the leadership education process.

At the coaching stage, activities such as Student Leadership Training (LDKS), upgrading, mentoring, coordination meetings, and work conferences serve as means of providing administrators with understanding and basic organizational skills. This coaching is important because santri are required not only to understand structural duties, but also need to have the ability to communicate, cooperate, make decisions, and solve problems. This finding is consistent with the research of Januari et al. (2023), which shows that basic leadership training for santri can provide benefits in the form of developing leadership ability, problem-solving, and self-confidence.

After receiving coaching, santri are given responsibility according to their field and organizational duties. The granting of responsibility is an important part because leadership

values do not stop at conceptual understanding, but are practiced through real tasks. In carrying out their responsibilities, santri learn to manage activities, coordinate with other members, complete tasks, and account for the results of their work. Thus, OSACA becomes a space that brings together Islamic leadership values with everyday organizational practice. Research by Shobirin et al. (2023) also shows that santri organizations can become a medium for internalizing Islamic leadership values through the process of planning and implementing organizational activities.

Mentor guidance is an element that connects the granting of responsibility with the santri's learning process. Mentors do not take over the administrators' duties, but provide direction and supervision so that organizational activities continue to run in accordance with the pesantren's objectives. This pattern allows santri to develop independence while also receiving guidance when facing problems. This finding is consistent with the research of Suwardy et al. (2024), which places the quality of coaching, the organizational environment, and collaboration as important elements in the successful management of santri organizations.

The implementation of work programs provides santri with direct experience in managing activities and cooperating with other parties. At this stage, leadership ability develops through real situations that require santri to communicate, divide tasks, manage time, resolve problems, and determine the actions needed. The organization thus functions as a space for leadership practice. This finding is consistent with the research of Yani et al. (2023), which shows that santri leadership development can be carried out through a combination of training, practice, and mentoring, so that santri gain the opportunity to apply organizational knowledge in a real context.

Evaluation is an important stage because it provides administrators with the opportunity to assess the implementation of their duties and improve on shortcomings. Evaluation functions not only as a control over the success of the program, but also as a process of reflection for santri in understanding the responsibilities they have carried out. Through evaluation, organizational experience can be processed into learning that drives improvement in the quality of carrying out responsibilities in subsequent activities.

The next stage is the regeneration of the administrative board. Regeneration shows that leadership education within OSACA does not stop with the individuals currently serving, but is directed toward the sustainability of the cadre-formation process. The experience of previous administrators becomes part of the learning process for the next generation, so that the organization can continue to serve as a space for leadership training. This pattern shows that OSACA has an ongoing cadre-formation function, as is the case with santri organizations in a number of other pesantren that are used as a means of leadership training for santri.

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Supporting and Inhibiting Factors in OSACA Implementation

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On the other hand, the implementation of leadership education through the organization can also face obstacles related to administrators' limited experience, coordination, time allocation, and the mentoring process. These obstacles should be viewed as part of the educational process, because resolving organizational problems can in fact become a learning experience for santri in making decisions and finding solutions. Therefore, the success of OSACA is determined not only by the availability of programs, but also by the organization's ability to manage the coaching, mentoring, and evaluation processes on an ongoing basis.

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conveyed as concepts, but are practiced through organizational activities. In this context, OSACA can be positioned as a form of experience-based leadership education that complements the formal learning process in the pesantren.

CONCLUSION

The implementation of the Cadangpinggan Santri Organization (OSACA) was part of the student leadership education process through selection and cadre development, coaching, responsibility assignment, organizational practice, mentoring, evaluation, and succession. Students' involvement in organizational activities provided direct experiences in carrying out responsibilities, communicating, collaborating, making decisions, and solving various problems. This process developed character traits such as trustworthiness, responsibility, discipline, social awareness, and leadership skills, which were applied in daily life within the pesantren environment. Thus, OSACA functioned not only as a forum for implementing pesantren activities but also as a leadership learning medium that integrated organizational experiences with Islamic educational values.

The implementation of OSACA was supported by the pesantren environment, supervisor involvement, organizational structure, administrator competence, and cooperation among members, while limited experience, coordination challenges, time management, and mentoring constraints remained factors requiring attention. Based on these findings, the OSACA implementation model could be understood as a sustainable and interconnected development process involving cadre formation, coaching, responsibility assignment, organizational practice, mentoring, evaluation, and succession. This model demonstrated that strengthening leadership character was more effective when students were provided with opportunities to learn through direct experiences while receiving guidance and evaluation. Therefore, continuous improvement in mentoring, coordination, task distribution, and periodic evaluation is necessary so that OSACA can continue to develop as a model of student leadership education based on Islamic educational values.

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