



Student Leadership in Pesantren Governance: The Role of Student Organizations in Fostering Congregational Prayer and Religious Character

^{*1}Siti Hawa, ² Ngantori

Sekolah Tinggi Agama Islam Jarinabi, Indonesia

e-mail: dr.h.Suhairi.betungtebo80@gmail.com

Abstract

This study examines the role of the Jarinabi Islamic Boarding School Student Organization (OPJN) in fostering congregational prayer among male students as part of student leadership within pesantren governance. The study was conducted because student organizations are expected to contribute not only to administrative responsibilities but also to the development of religious character through structured guidance and supervision. A qualitative descriptive approach was employed. Data were collected through observations, semi-structured interviews, and documentation involving boarding school leaders, supervisors, OPJN administrators, and male students selected purposively. The findings reveal that OPJN performs strategic functions in organizing, supervising, mentoring, and evaluating congregational prayer through a coordinated and continuous guidance system. These functions strengthen religious culture, improve students' discipline and responsibility, and facilitate the internalization of Islamic values in daily pesantren life. The study concludes that student organizations constitute an integral component of the pesantren educational management system by linking student leadership with religious character development through systematic worship guidance. This study contributes to the field of Islamic educational management by demonstrating how student organizations function as governance mechanisms that reinforce religious culture, strengthen student leadership, and support sustainable character development in Islamic boarding schools.

Keywords: character education; congregational prayer; Islamic boarding school; religious culture; student organization

Abstrak

Penelitian ini bertujuan menganalisis peran Organisasi Pelajar Pondok Pesantren Jarinabi (OPJN) dalam pembinaan salat berjamaah santri putra sebagai bagian dari kepemimpinan santri dalam tata kelola pesantren. Penelitian ini dilatarbelakangi oleh pentingnya organisasi santri yang tidak hanya menjalankan fungsi administratif, tetapi juga berperan dalam membentuk karakter religius melalui pembinaan dan pengawasan yang terstruktur. Penelitian menggunakan pendekatan kualitatif deskriptif dengan teknik pengumpulan data berupa observasi, wawancara semi-terstruktur, dan dokumentasi. Informan dipilih secara purposive yang meliputi pimpinan pesantren, pembina, pengurus OPJN, dan santri putra. Hasil penelitian menunjukkan bahwa OPJN berperan strategis dalam mengoordinasikan, mengawasi, mendampingi, dan mengevaluasi pelaksanaan salat berjamaah melalui sistem pembinaan yang terkoordinasi dan berkelanjutan. Peran tersebut memperkuat budaya religius, meningkatkan disiplin dan tanggung jawab santri, serta mendukung internalisasi nilai-nilai Islam dalam kehidupan pesantren. Penelitian ini menyimpulkan bahwa organisasi santri merupakan bagian integral dari sistem manajemen pendidikan pesantren yang menghubungkan kepemimpinan santri dengan pembentukan karakter religius melalui pembinaan ibadah yang sistematis. Temuan penelitian ini memberikan kontribusi terhadap pengembangan manajemen pendidikan Islam dengan menunjukkan bahwa organisasi santri berfungsi sebagai mekanisme tata kelola pesantren yang memperkuat budaya

religius, mengembangkan kepemimpinan santri, serta mendukung pembentukan karakter secara berkelanjutan di lingkungan pesantren.

Kata kunci: pendidikan karakter; salat berjamaah; pondok pesantren; budaya religius; organisasi pelajar

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Introduction

Character education has become one of the primary priorities in the development of Islamic education in response to the various moral and social challenges faced by today's younger generation. In this context, *Islamic boarding schools (pesantren)* occupy a strategic position because they implement an educational system that is oriented not only toward the mastery of Islamic knowledge but also toward character formation through habituation, exemplary conduct, and communal living within the boarding school environment. The continuous educational process enables religious values, discipline, and responsibility to be internalized in students' daily lives through various routine activities (Supriatna, 2021; Hadisi et al., 2022). The success of this character-building process is supported by pesantren management that integrates academic activities, religious worship, and student development into a unified educational system (Berkah & Zamroni, 2023; Adawiyah et al., 2025).

One distinctive feature of education in Islamic boarding schools is the regular practice of congregational prayer. This activity is regarded not merely as the performance of an obligatory act of worship but also as a means of fostering discipline, obedience to institutional regulations, responsibility, and solidarity among students. The consistent implementation of congregational prayer has been shown to strengthen students' religious character through a process of habituation embedded in daily pesantren life (Hidayatullah, 2022; Anirah et al., 2024). To ensure the effectiveness of this habituation process, an organized system of guidance and supervision is required to maintain the active participation of all students on a continuous basis (Robbani & Aini, 2023; Pranata, 2025).

In practice, the supervision of congregational prayer is not solely the responsibility of *kyai*, caregivers, or teachers but also involves the student organization as an integral component of the pesantren educational system. Student organizations play an important role in coordinating various guidance activities, including supervising religious observances, enforcing institutional regulations, and fostering students' leadership and responsibility (Heli & Zaqiyah, 2016; Shunhaji & Hartanto, 2020). Several

studies have demonstrated that the involvement of student organizations contributes to improving students' discipline and compliance through structured mentoring programs (Khalidah & Dzuriyat, 2024; Harahap et al., 2024). Other findings also indicate that student organizations play a significant role in cultivating discipline in congregational prayer through sustained mechanisms of habituation, supervision, and role modeling (Azizah & Musthofa, 2024).

Religious culture within Islamic boarding schools is developed not only through formal instruction but also through repetitive activities embedded in students' daily lives. This process of internalizing Islamic values constitutes part of the *hidden curriculum*, shaping students' character through habituation, exemplary behavior, and social interaction within the pesantren environment (Alhamuddin & Hamdani, 2018; Halid, 2019). The consistent implementation of organized religious activities strengthens the religious culture while instilling discipline and *akhlaq al-karimah* (noble character) among students (Rizqi, 2022; Husni et al., 2023). Furthermore, the reinforcement of religious culture is influenced by the internalization of values involving all components of the pesantren community, including student organizations that implement various character development programs (Elmontadzery et al., 2024; Farisi, 2025).

Within this context, the *Jarinabi Islamic Boarding School Student Organization (OPJN)* plays a vital role in assisting the pesantren caregivers in guiding students' daily lives, particularly through the implementation of congregational prayer. This organization is responsible not only for coordinating student activities but also for supervising discipline, providing role models, and ensuring that religious programs are implemented in accordance with pesantren regulations. The involvement of student leaders in this mentoring process reflects a form of student leadership that constitutes an essential component of the pesantren educational system for instilling responsibility, social awareness, and obedience to institutional rules (Katon et al., 2020; Samman et al., 2025). Consequently, OPJN functions not merely as a student organization but also as an instrument for fostering religious character through students' everyday activities.

Previous studies have shown that the habituation of congregational prayer contributes significantly to the development of students' religious character, while student organizations play an important role in strengthening discipline and compliance with pesantren regulations (Hidayatullah, 2022; Azizah & Musthofa, 2024). Other studies have likewise emphasized that student organizations and pesantren administrators contribute substantially to developing disciplinary awareness and

instilling Islamic educational values through various mentoring programs (Khalidah & Dzuriyat, 2024; Robbani & Aini, 2023; Harahap et al., 2024). Nevertheless, these studies have generally examined congregational prayer, student organizations, and character formation separately, without explaining the interrelationship among these three dimensions within a comprehensive mentoring framework. Moreover, no previous study has specifically investigated the role of the *Jarinabi Islamic Boarding School Student Organization (OPJN)* as an agent responsible for fostering congregational prayer in shaping the discipline and responsibility of male students at Jarinabi Islamic Boarding School, Tanjung Jabung Timur. Addressing this research gap, the present study aims to analyze the role of OPJN in supervising congregational prayer and its contribution to the development of students' religious character within the pesantren environment.

This study offers a distinct perspective by positioning the *Jarinabi Islamic Boarding School Student Organization (OPJN)* not only as a platform for developing student leadership but also as an agent of religious character formation through the habituation of congregational prayer. Unlike previous studies, which have tended to examine student organizations, religious habituation, or character formation independently, this research analyzes the interrelationship among these three aspects within an integrated student development system in the pesantren environment. The analysis focuses on the mentoring mechanisms implemented by OPJN through supervision, exemplary conduct, habituation, and disciplinary enforcement in the implementation of congregational prayer. This perspective is expected to enrich the field of Islamic educational management, particularly regarding the role of student organizations as an integral component of character development systems in Islamic boarding schools.

Based on the foregoing discussion, this study aims to analyze the role of the *Jarinabi Islamic Boarding School Student Organization (OPJN)* in fostering congregational prayer among male students at Jarinabi Islamic Boarding School, Tanjung Jabung Timur. It also seeks to identify the forms of guidance implemented by OPJN and to explain their contribution to the development of students' discipline, responsibility, and religiosity. The findings are expected to contribute theoretically to the advancement of Islamic educational management and pesantren-based character education while also serving as a practical reference for pesantren administrators in optimizing the role of student organizations as strategic partners in student development.

Method

This study employed a qualitative approach using a descriptive research design to obtain an in-depth understanding of the role of the *Jarinabi Islamic Boarding School Student Organization (OPJN)* in fostering congregational prayer among male students at Jarinabi Islamic Boarding School, Tanjung Jabung Timur Regency, Jambi Province. This approach was selected because it enables researchers to gain a comprehensive understanding of the mentoring process, the implementation of organizational programs, and the meanings constructed by participants within the context of pesantren life.

Research informants were selected using a purposive sampling technique based on their direct knowledge of and involvement in the implementation of congregational prayer guidance. A total of 10 informants were involved in this study, consisting of one head of the Islamic boarding school, one OPJN supervisor, one OPJN chairperson, three OPJN board members responsible for discipline and religious affairs, and four male students participating in the mentoring program. Informant selection continued until data saturation was achieved.

Data were collected through observation, semi-structured interviews, and document analysis. Observations were conducted to directly examine the implementation of congregational prayer, supervisory mechanisms, and mentoring activities carried out by OPJN. Semi-structured interviews were used to gather information regarding the organization's roles, mentoring strategies, supporting factors, and challenges encountered during program implementation. Documentary data included pesantren regulations, the OPJN organizational structure, activity schedules, congregational prayer attendance records, and other documents relevant to the research focus.

The trustworthiness of the data was ensured through source triangulation and methodological triangulation. Source triangulation was conducted by comparing information obtained from different informants, while methodological triangulation involved comparing findings from observations, interviews, and documentary evidence. In addition, *member checking* was conducted with several informants to verify that the researchers' interpretations accurately reflected the participants' experiences and the information they had provided.

Data were analyzed using the interactive model of Miles et al (2014), which consists of data condensation, data display, and conclusion drawing and verification. The analytical process was conducted simultaneously with data collection, allowing the

researchers to identify patterns, themes, and relationships among categories related to the role of OPJN in fostering congregational prayer. The findings were then presented descriptively and analytically to provide a comprehensive understanding of the implementation of the mentoring program at Jarinabi Islamic Boarding School.

Results and Discussion

The findings indicate that the guidance of congregational prayer at Jarinabi Islamic Boarding School is implemented through a systematic process supported by an organizational mechanism that is fully integrated into the daily life of the pesantren. The results reveal a close interrelationship among the functions of the student organization, the pesantren's religious culture, and the process of habituation in supporting the implementation of congregational prayer. To achieve a more comprehensive understanding, each finding was analyzed in depth based on empirical field data and interpreted using the perspectives of organizational management, religious culture, and character education. The subsequent discussion is organized according to the major themes that emerged during the analytical process, thereby providing a comprehensive description of the mentoring mechanisms implemented within the pesantren.

The analysis identified four major leadership functions performed by the Jarinabi Islamic Boarding School Student Organization (OPJN) in supporting congregational prayer guidance within the framework of pesantren governance. A summary of these findings is presented in Table 1.

Table 1. Student Leadership Functions of OPJN in Pesantren Governance

Leadership Function	Practical Implementation	Contribution
Organizing	Coordinating congregational prayer schedules and assigning responsibilities among OPJN members.	Ensures orderly implementation of congregational prayer.
Supervising	Monitoring students' attendance and compliance with congregational prayer regulations.	Strengthens discipline and accountability.
Mentoring	Providing guidance and serving as role models during religious activities.	Facilitates the internalization of Islamic values and religious character.
Evaluating	Recording attendance, reporting implementation, and conducting follow-up guidance.	Supports continuous improvement of the guidance program.

The Role of the Jarinabi Islamic Boarding School Student Organization (OPJN) in Fostering Congregational Prayer Among Male Students

The implementation of congregational prayer guidance at Jarinabi Islamic Boarding School involves the *Jarinabi Islamic Boarding School Student Organization (OPJN)* as one of the key components supporting the execution of religious activities within the pesantren. In practice, OPJN not only functions as a student organization but is also entrusted with assisting the pesantren caregivers in organizing, coordinating, and supervising the implementation of congregational prayer among male students. This involvement positions OPJN as an integral part of the student development system that governs daily life within the boarding school.

The guidance of congregational prayer is implemented through a clear division of responsibilities established within the OPJN organizational structure. Each committee member performs duties according to their respective roles, including reminding students of prayer times, directing them to the mosque, maintaining order during worship, and recording students' attendance. These activities are conducted according to a scheduled system and constitute part of the daily routine within the pesantren.

Based on information obtained from OPJN supervisors and committee members, the involvement of the student organization in fostering congregational prayer is intended not only to support supervision but also to serve as a learning experience for student leaders in developing trustworthiness, teamwork, and responsibility. OPJN committee members are authorized to coordinate activities in the field and to report to supervisors whenever students fail to participate in congregational prayer without valid justification.

Observations conducted during the study also revealed that OPJN committee members actively promoted the orderly implementation of congregational prayer through their direct involvement at every stage of the activity. Their presence before prayer time, participation in organizing the prayer rows (*şaff*), and assistance provided to students throughout the prayer process became routine practices carried out consistently. These observations were supported by organizational documents and pesantren regulations that formally recognize OPJN as one of the institutional bodies responsible for student guidance and development.

Strategies for Fostering Congregational Prayer by the Jarinabi Islamic Boarding School Student Organization (OPJN)

The guidance of congregational prayer at Jarinabi Islamic Boarding School is implemented through a series of strategies designed to cultivate consistent worship habits among students. These strategies are not limited to monitoring students'

attendance but also include habituation, role modeling, coordination among committee members, and continuous evaluation of program implementation. The entire mentoring process is conducted continuously as part of the pesantren's daily activities.

In practice, OPJN committee members coordinate their responsibilities before prayer time by ensuring that each assigned officer carries out their duties according to the predetermined schedule. Committee members remind students to proceed promptly to the mosque, maintain order during prayer preparation, and ensure that all stages of congregational worship are conducted in accordance with pesantren regulations. This clear division of responsibilities facilitates the implementation of the guidance program by ensuring that each committee member has a well-defined role throughout the activity.

In addition to supervision, guidance is also carried out through exemplary conduct demonstrated by OPJN committee members. During the observation period, committee members consistently arrived at the mosque before other students, participated in the entire congregational prayer, and actively encouraged students who had not yet joined the congregation. Their direct involvement created a mentoring atmosphere that was not merely instructional but also provided positive behavioral examples for other students to emulate.

The guidance process continues even after the congregational prayer has concluded. OPJN committee members record students' attendance and submit the information to supervisors for evaluation. These records are used to assess students' level of discipline and serve as the basis for providing further guidance to students who have not consistently participated in congregational prayer.

Supporting and Inhibiting Factors in the Guidance of Congregational Prayer Among Male Students

The implementation of congregational prayer guidance at Jarinabi Islamic Boarding School is supported by several interrelated factors that enable the program to operate effectively and consistently. One of the primary supporting factors is the shared commitment among the pesantren caregivers, supervisors, and OPJN committee members to maintain the continuity of the guidance program. This commitment is reflected in the clear division of responsibilities, regular coordination meetings, and collective support for enforcing pesantren regulations concerning the obligation to participate in congregational prayer. Such conditions create a sustainable mentoring system involving all components of the pesantren community.

The boarding school environment itself also serves as an important supporting factor. Since all students reside within the same environment, supervision, habituation, and mentoring can be conducted more intensively. Furthermore, the availability of the mosque as the central place of worship, together with a well-organized daily schedule, facilitates the implementation of congregational prayer according to the prescribed prayer times.

Despite these supporting factors, several challenges remain in the implementation of the guidance program. Information obtained from supervisors and OPJN committee members indicates that some students have not yet demonstrated consistent discipline in attending congregational prayer. This condition is generally associated with the adjustment process experienced by new students, limited personal awareness, and physical fatigue resulting from academic activities and other daily responsibilities. Consequently, OPJN committee members are required to adopt a more intensive mentoring approach through regular reminders, personal assistance, and continuous guidance.

Nevertheless, these challenges have not hindered the overall implementation of the guidance program. OPJN committee members, together with the supervisors, continuously evaluate the implementation of activities to identify emerging obstacles and determine appropriate follow-up measures. These evaluations are conducted regularly as part of the institution's ongoing efforts to maintain the effectiveness of congregational prayer guidance within Jarinabi Islamic Boarding School.

Evaluation of Congregational Prayer Guidance by the Jarinabi Islamic Boarding School Student Organization (OPJN)

Evaluation constitutes an integral component of the congregational prayer guidance program at Jarinabi Islamic Boarding School. Following each congregational prayer, the *Jarinabi Islamic Boarding School Student Organization (OPJN)* conducts an evaluation of the implementation process as a means of monitoring and providing follow-up to the guidance activities. This evaluation is carried out regularly, enabling the progress of the program to be continuously monitored over time.

The evaluation process is conducted through reports submitted by the committee members on duty regarding the implementation of congregational prayer, students' attendance, and various conditions encountered during the activity. These reports serve as the basis for supervisors to provide guidance, implement further mentoring, and determine appropriate follow-up actions whenever obstacles are identified in the

implementation of congregational prayer. Through this mechanism, each activity generates constructive feedback that informs and improves subsequent guidance programs.

The evaluation process also demonstrates sustained coordination between supervisors and OPJN committee members in overseeing the implementation of congregational prayer. Evaluation is directed not only toward monitoring students' attendance but also toward assessing the performance of committee members in carrying out their mentoring responsibilities. Through this mechanism, the guidance process is implemented systematically and becomes an integral part of student development within Jarinabi Islamic Boarding School.

The *Jarinabi Islamic Boarding School Student Organization (OPJN)* plays a significant role in supporting the congregational prayer guidance system at Jarinabi Islamic Boarding School. According to Mukhtar and Prasetyo (2020), student organizations function not only as platforms for leadership development but also as essential components of the educational process within Islamic boarding schools. This role is reflected in the active involvement of OPJN committee members in coordinating, assisting, and supervising the daily implementation of congregational prayer. These findings are consistent with Rodin et al. (2025), who argued that student organizations can strengthen religious habituation when actively involved in the implementation of pesantren programs. Accordingly, OPJN performs not only administrative functions but also serves as an effective medium for fostering students' religious character, as emphasized by Shunhaji and Hartanto (2020) and Heli & Zaqiyah (2016).

The implementation of the guidance program demonstrates that its effectiveness is supported by a clear division of responsibilities and close coordination between supervisors and OPJN committee members. Harahap et al. (2024) stated that a well-structured allocation of responsibilities enhances the effectiveness of educational guidance programs. A similar pattern was observed in this study, where each committee member fulfilled complementary responsibilities in supervising the implementation of congregational prayer. Khalidah and Dzuriyat (2024) further emphasized that synergy between supervisors and student organizations is a crucial factor in sustaining character development programs. Therefore, the coordination established within OPJN represents one of the principal strengths in maintaining the consistent implementation of congregational prayer.

The findings also reveal that the student organization functions not merely as the executor of activities but also as an institution responsible for ensuring the continuity of the guidance process. Idhofi and Sari (2021) explained that student organizations serve an educational function by cultivating responsibility, leadership, and exemplary conduct among their members. Similarly, Prategi and Fauzan (2024) argued that organizational leadership functions most effectively when supported by strong coordination and clearly defined roles. This principle is reflected in the implementation of congregational prayer guidance at Jarinabi Islamic Boarding School, where OPJN committee members not only perform operational duties but also serve as role models for other students. These findings demonstrate that student organizations can function as effective instruments in supporting religious guidance systems within the pesantren environment.

The congregational prayer guidance implemented by OPJN further demonstrates that habituation serves as the primary strategy for cultivating students' discipline in worship. According to Hidayatullah (2022), habituation is an effective method for instilling religious values because it is carried out continuously until it becomes an integral part of daily behavior. This strategy is reinforced through the exemplary conduct of OPJN committee members, who consistently arrive at the mosque before other students and perform their responsibilities conscientiously, thereby providing tangible examples for their peers. Robbani and Aini (2023) argued that exemplary behavior exerts a strong influence on students' character development because the values being taught are demonstrated directly through actions. Consequently, habituation and role modeling function as complementary strategies that reinforce one another in the implementation of congregational prayer guidance.

In addition to habituation, supervision and evaluation constitute essential strategies for maintaining the consistency of congregational prayer implementation. Rahim and Setiawan (2019) argued that supervision is necessary to ensure that every guidance program is implemented in accordance with its intended objectives, while Nawawi and Hufron (2025) emphasized that evaluation serves as the basis for continuous program improvement. In the present study, supervision was conducted throughout the implementation of congregational prayer and was subsequently followed by an evaluation of students' attendance and the performance of OPJN committee members. Pranata (2025) further stated that routine evaluations strengthen the quality of guidance by identifying existing challenges and determining appropriate

follow-up actions. Therefore, the integration of habituation, role modeling, supervision, and evaluation forms a comprehensive guidance strategy that mutually reinforces the effectiveness of congregational prayer implementation within the pesantren environment.

The implementation of congregational prayer guidance at Jarinabi Islamic Boarding School is sustained through a strong religious culture that has become an integral part of students' daily lives. According to Alhamuddin and Hamdani (2018), the pesantren environment possesses unique characteristics that facilitate the internalization of religious values through repetitive daily activities. This condition is reflected in the implementation of congregational prayer, which is perceived not merely as a religious obligation but also as a shared tradition maintained collectively by all members of the pesantren community. Fauzi and Mokhtar (2024) argued that religious culture develops most effectively when supported by the active participation of all stakeholders within an educational institution. Accordingly, the success of congregational prayer guidance at Jarinabi Islamic Boarding School is influenced not only by the programs implemented by OPJN but also by the pesantren environment, which consistently nurtures students' worship habits.

The sustainability of the guidance process is further reinforced by the existence of a *hidden curriculum* that develops through the interactions among supervisors, OPJN committee members, and students. Halid (2019) explained that character formation in pesantren is shaped more by lived experiences, role modeling, and the naturally evolving institutional culture than by formal instruction alone. This perspective is supported by Rizqi (2022), who emphasized that the social environment of the pesantren plays a significant role in cultivating students' religiosity and discipline. Likewise, Farisi (2025) and Nurhayati and Hindun (2024) asserted that habituation supported by a conducive environment results in stronger and more sustainable internalization of values. Therefore, the pesantren culture serves as the fundamental foundation that strengthens the role of OPJN in effectively implementing congregational prayer guidance.

The consistent habituation of worship practices contributes significantly to the development of students' disciplinary character by encouraging them to comply with established rules and schedules (Adawiyah et al., 2025). This condition is reflected in the orderly implementation of congregational prayer at Jarinabi Islamic Boarding School under the guidance of OPJN. Students are encouraged not only to attend prayers

punctually but also to perform every stage of worship in accordance with pesantren regulations. Continuous habituation has become one of the principal approaches to fostering religious character within Islamic educational institutions (Hadisi et al., 2022). Consequently, congregational prayer guidance strengthens not only students' discipline in worship but also promotes the development of positive habits in their daily lives.

Students' participation in religious activities also contributes to the development of responsibility, leadership, and social awareness (Anirah et al., 2024). This contribution is evident in the role of OPJN committee members, who not only coordinate the implementation of congregational prayer but also serve as role models for their fellow students. Exemplary conduct within educational settings exerts a substantial influence on students' character development (Berkah & Zamroni, 2023). Furthermore, leadership cultivated through religious organizations reinforces religious values while simultaneously strengthening students' sense of responsibility (Husni et al., 2023). These findings indicate that congregational prayer guidance contributes not only to the proper performance of religious worship but also to the broader development of students' character.

Student organizations represent an important instrument in supporting student development management within Islamic boarding schools because they effectively bridge institutional policies with the direct implementation of student activities (Mukhtar & Prasetyo, 2020). This role is clearly reflected in the implementation of congregational prayer guidance at Jarinabi Islamic Boarding School, where the mentoring process relies not only on supervisors but also on OPJN as program implementers, supervisors, and role models for students. The integration of worship habituation, religious culture, and organizational management creates a systematic and sustainable guidance process. Therefore, this study extends the existing literature on student organizations by demonstrating that OPJN functions not merely as a student organization but also as an effective instrument for fostering religious character within the framework of Islamic educational management.

Conclusion

The *Jarinabi Islamic Boarding School Student Organization (OPJN)* serves as an important instrument in supporting the implementation of congregational prayer through an integrated system of task allocation, coordination, habituation, supervision, and evaluation embedded within the pesantren's religious culture. The findings demonstrate that the role of the student organization extends beyond administrative

responsibilities to become a medium for internalizing religious values, discipline, responsibility, and leadership in students' daily lives. Consequently, this study broadens the existing literature by highlighting the contribution of student organizations to Islamic educational management within the context of pesantren-based cultural practices. However, this research was limited to a single research site and focused exclusively on male students; therefore, the findings cannot be generalized to other pesantren settings. Future research is recommended to involve various types of Islamic boarding schools, compare the roles of male and female student organizations, and further investigate the influence of organizational guidance on students' character development and leadership from a broader perspective.

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