



The Role of Santri Organizations in Realizing the Vision and Mission of Islamic Boarding Schools

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Abstract: This research aims to find out how student organizations provide support to students in Islamic boarding schools, especially in achieving the vision and mission of Islamic boarding schools. This study uses a qualitative method with a phenomenological approach, which is based on subjective or phenomenological experiences experienced by individuals. This research then collects more information and is descriptive, or information obtained from informants. This research took place at Modern Islamic Boarding Schools in Asahan Regency, namely the Daar Al Uluum Asahan Modern Islamic Boarding School. The results of the study found that the role of the santri organization in realizing the vision and mission of the Islamic boarding school (a study in modern Islamic boarding schools throughout Asahan Regency) namely the work program of the santri organization is made according to the conditions and needs of each Islamic boarding school such as the fields of security, language, manners, teaching, worship, cleanliness, kitchen, facilities and infrastructure, sports and health. The implementation of the work program runs well according to the Islamic boarding school education calendar and the results of the annual meeting involving supervisors, administrators, and senior students.

Keyword: Role, Santri Organization, Vision and Mission, Modern Islamic Boarding School

Abstrak: Tujuan dari penelitian ini adalah untuk mengetahui bagaimana organisasi kemahasiswaan memberikan dukungan kepada para santri di pondok pesantren, terutama dalam kaitannya dengan pencapaian visi dan misi pondok pesantren. Penelitian ini menggunakan metode kualitatif dengan pendekatan fenomenologi, yang didasarkan pada pengalaman subjektif atau fenomenologi yang dialami oleh individu. Penelitian ini kemudian mengumpulkan informasi lebih lanjut dan bersifat deskriptif atau informasi yang diperoleh dari informan. Penelitian ini mengambil lokasi di Pondok Pesantren Modern di Kabupaten Asahan, yaitu Pondok Pesantren Modern Daar Al Uluum Asahan. Hasil penelitian menemukan bahwa peran organisasi santri dalam mewujudkan visi dan misi pondok pesantren (studi pada pondok pesantren modern se-Kabupaten Asahan) yaitu program kerja organisasi santri dibuat sesuai dengan kondisi dan kebutuhan masing-masing pondok pesantren seperti bidang keamanan, bahasa, adab, pengajaran, ibadah, kebersihan, dapur, sarana dan prasarana, olah raga dan kesehatan. Pelaksanaan program kerja berjalan dengan baik sesuai dengan kalender pendidikan pondok pesantren dan hasil rapat tahunan yang melibatkan pembina, pengurus, dan santri senior.

Kata kunci : Peran, Organisasi Santri, Visi dan Misi, Pesantren Modern

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Introduction

Organizations are a vital part of human life in realizing desired goals. The importance of organizations is understandable because they serve as potential tools (devices) in supporting the achievement of these goals. Therefore, organizations must be able to accommodate the increasingly complex aspects of human life (Dalimunthe et al., 2023). An organization is a group of people working together to achieve common goals, Moorehead and Griffin (Indainanto et al., 2023). Some experts define organization as determining, grouping, and arranging various kinds of activities needed to achieve goals, placing people in each activity, providing the necessary tools, and assigning authority that is relatively legalized to each individual who will carry out these activities (Sikumbang et al., 2024).

Organizations can be said to be an indispensable element in human life, especially in modern life. Organizations help us carry out things or activities that cannot be carried out effectively individually. Furthermore, it can be said that organizations contribute to the continuity of knowledge and science. Organizations are part of the environment in which we work, play, and learn (Kukovec et al., 2021; Reis et al., 2023; J. Winardi, 2007)

Islam views organization as crucial. In many teachings of the Qur'an and Sunnah, Allah SWT and His Messenger teach the importance of brotherhood and solidarity among believers. The concept of *ukhuwah* (brotherhood) and collaboration in achieving common goals is strongly emphasized. For example, in Surah Al-Ma'idah (5:2), Muslims are reminded that they should help one another in goodness and piety. This demonstrates that self-organization to achieve common goals is an integral part of religious life (Dalimunthe et al., 2024; Syam et al., 2024).

Amidst the strengthening current of globalization and increasingly rapid technological acceleration, organizational adaptation is becoming increasingly important because globalization demands high competition in various dimensions of life. Organizational adaptability is also essential for organizations to be able to face various challenges, threats, and obstacles. Organizations are one of the important aspects of human social life that function as a means to achieve common goals in a systematic and structured manner. According to the classical organizational theory proposed by Chester I. Barnard (1938), an organization is a system of cooperative activities between two or more people that are consciously coordinated to achieve common goals. This theory emphasizes the importance of communication, shared goals, and individual will in maintaining the sustainability of the organization. Meanwhile, contemporary approaches such as the open systems theory of Katz and Kahn in Tinti et al. (2017) explain that organizations are dynamic entities, influenced by the external environment, and required to continuously adapt to remain relevant and function optimally. In the context of modern life, characterized by complexity and rapid change, an organization's ability to adapt and

manage human resources becomes increasingly crucial (Dalimunthe et al., 2023; Sikumbang et al., 2024).

Student organizations are necessary because they serve as a vehicle for developing students' potential into individuals who adhere to existing rules and regulations. It can be seen that if the organization runs well, the boarding school will progress; conversely, if the organization does not run well, the boarding school's regulations become unstable and decline occurs. Student organizations play a crucial role in managing and organizing student activities at Islamic boarding schools. Although the names of these organizations vary from one boarding school to another, their fundamental purpose is to direct and manage activities, much like those found in public schools. Student organizations handle almost everything from the moment the students wake up to the moment they go to bed. These educational organizations in Islamic boarding schools are what guide the students to their destinations.

In the world of Islamic boarding school education, many student organizations are formed to achieve the grand ideals of the boarding school, agreed upon by the boarding school leadership, teachers, and students. All are involved in the planning, organizing, implementation, control, and constructive critical evaluation processes for continuous improvement. If the organization's progress is not maintained, even a good program will fail midway, and the organization's goals will be thwarted. Therefore, it can be said that an organization is a coordinated unit consisting of at least two or more people whose function is to achieve a common goal or set of shared goals (Gultom et al., 2024; Voronina & Lopatin, 2024).

Student organizations play a crucial role in managing and organizing student activities at Islamic boarding schools, although the names of these organizations differ in each Islamic boarding school. (Kholil et al., 2024). However, essentially, the organization aims to direct and manage activities, just like organizations in public schools. The student organizations handle almost everything from waking up to going to bed. These educational organizations in Islamic boarding schools are what guide the students to their destinations (Abdillah, 2020).

The function of the student organization is as a regulator, planner, and motivator of student organization activities, and the implementers are the organization administrators. (Hidayat, 2024; Zainal, 2022). As stated by Ita Herlitasari (2020) where members of the santri organization are involved in various aspects of activities at the Islamic boarding school, such as security, worship, health, sports, environment and development, scouts and guest reception, in developing organizational activities, the guidance provided needs to be accompanied by activities that are following the vision and mission of the Islamic boarding school, because it will create continuity between efforts to achieve the vision and mission of

the Islamic boarding school and efforts to guide santri in managing an organization (Amrizal et al., 2022).

As Islamic educational institutions, Islamic boarding schools (pesantren) play a crucial role in character formation and the development of their students' potential. In this context, the vision and mission of the pesantren serve as fundamental guidelines for achieving the desired educational goals. These visions and missions relate not only to the teaching of religious knowledge but also encompass the development of academic and social skills necessary for students to contribute positively to society.

In the realm of Islamic education, particularly in Islamic boarding schools (pesantren), student organizations play a crucial role as a driving force supporting learning activities, leadership, discipline, and the internalization of Islamic values in daily life. These organizations, while varying in name from each pesantren, share a common function: providing a means of training students in leadership and independence. Organizational activities include managing schedules, cleanliness, security, worship, and other social activities, encompassing the entire daily life of students from waking up to retiring for the night. (Kholil et al., 2024). The santri organization, thus, is not only administrative, but also educational and transformative (Baharun & Adhimah, 2019; Setianto et al., 2022).

Various field observations have shown that not all Islamic boarding schools (pesantren) can optimize the function of their student organizations systematically and measurably. This is where the importance of applying organizational theory to the management of student organizations becomes crucial. Contingency theory, for example, emphasizes that organizational effectiveness is highly dependent on the fit between the organizational structure and the environment in which it operates. In other words, the success of a student organization is also largely determined by the extent to which it aligns with the pesantren's vision and mission, leadership structure, institutional culture, and the characteristics of the students.

One interesting area to research is Asahan Regency in North Sumatra. This regency is home to some modern Islamic boarding schools (pesantren) that strive to integrate classical and modern curricula and adapt their educational models to current challenges. However, there is limited research specifically examining the concrete contribution of student organizations in supporting the achievement of the vision and mission of Islamic boarding schools in this region. Therefore, this study is crucial not only to fill this research gap but also to provide an original contribution in the form of a participation model and to strengthen the role of student organizations in managing Islamic boarding school education based on collective leadership.

In Asahan Regency, there are various modern Islamic boarding schools (pesantren) that strive to provide education that is relevant to current developments,

and this is where the role of student organizations becomes crucial. Student organizations serve as a forum for students to interact, organize, and contribute to the implementation of the pesantren's vision and mission. Through these organizations, students can learn leadership, cooperation, and social responsibility, which are important skills for their lives outside the pesantren. Despite the important role of student organizations in realizing the vision and mission of pesantren, to date, much remains to be researched regarding how these organizations contribute concretely at the local level, such as in Asahan Regency.

Methods

In this study, the type of research used is a qualitative method with a phenomenological approach, which is research based on subjective or phenomenological experiences experienced by individuals (contemporary phenomenology places narrative experiences as the main basis for understanding social reality. According to Iser (Iser, 2022), this approach allows researchers to explore how individuals form meaning towards their world through a process of in-depth reflection, so it is very suitable for investigating the role of santri organizations as a social reality experienced personally and collectively. (Berger et al., 2023). Thus, the phenomenological approach in this study is not only descriptive, but also interpretative of the practical meanings inherent in the activities of student organizations in the realm of Islamic boarding school education. In the implementation of this study, data were collected through three main techniques, namely in-depth interviews, participant observation, and documentation studies. The selection of informants was carried out purposively with certain criteria, namely active students who have been involved in the organizational structure for at least one year, core administrators (chairman, secretary, treasurer), and organizational mentors from the Islamic boarding school. The sampling strategy used was purposive sampling, supplemented by a snowball technique to identify additional relevant key informants. The interview procedure was arranged semi-structured to provide space for informants to articulate their experiences and reflections freely, but still within the framework of systematic questions and focused on the issue of the organization's role in achieving the vision and mission of the Islamic boarding school. All interviews were recorded, transcribed, and analyzed using the Interpretative Phenomenological Analysis (IPA) technique as formulated by Iser (2009), which emphasizes inductive thematic analysis of meanings emerging from individual experiences. To ensure credibility, the researcher conducted source triangulation (students, mentors, organizational archives), member checking, and reflective journaling throughout the research process. Transferability of the results was maintained through thick contextual descriptions of the social, cultural, and institutional backgrounds of the Islamic boarding schools studied, so that readers can accurately understand the scope of generalization of the findings. With this

methodological approach, it is hoped that this research will not only be able to capture the phenomenon as a whole, but also produce scientific contributions in understanding the dynamics of the Islamic boarding school organization as a strategic force in Islamic boarding school-based education.

Results And Discussions

Results

Based on observations conducted by researchers several times at the Daar Al Uluum Modern Islamic Boarding School in Asahan, Kisaran, the Student Organization program at the Modern Islamic Boarding School has been running quite well. The Daar Al Uluum Student Organization (OPDU) consists of several sections, including the head of the female dormitory, the village head (head of each dormitory), the worship and teaching section, the security section, the language section, the cleanliness section, the sports section, and the dining room section. The Student Organization Program, in realizing the Vision and Mission of the Modern Islamic Boarding School, already has a work program for each section. According to interviews conducted by researchers with the advisor of the Daar Al Uluum Student Organization (OPDU),

OPDU plays a significant role in supporting the Islamic boarding school's vision and mission through a focused work program, strong organizational discipline, and active collaboration with the Islamic boarding school administration. OPDU is not merely a forum for activities but also a means of developing character and leadership skills among students within the Daar Al Uluum Modern Islamic Boarding School. Based on observations at the Daar Al Uluum Modern Islamic Boarding School in Asahan, Kisaran, it was discovered that the organization's role as an OPDU (organizational unit) plays a significant role in supporting the boarding school's vision and mission through targeted work programs, strong organizational discipline, and active collaboration with the boarding school administration.

The implementation of student organization programs plays a strategic role in realizing the vision and mission of modern Islamic boarding schools. The student organizations at Daar Al Uluum Islamic Boarding School, like the OPDU, serve as a forum for fostering leadership, creativity, and responsibility in a structured and directed environment. In modern Islamic boarding schools, the vision generally focuses on developing a generation that is knowledgeable, moral, and capable of competing in the global era. Therefore, every student organization work program is designed with alignment with this vision in mind. The design process is carried out through an annual meeting involving the organizational advisor, boarding school administrators, and senior students. The resulting programs cover religious, educational, leadership, social, and skills areas, aimed at supporting the comprehensive character development of students.

In practice, these programs are implemented in stages based on the educational calendar and Islamic boarding school activities. Activities such as muhadharah (speech practice), leadership training, scientific competitions, community service, and other skills training provide opportunities for students to develop their potential. The student organization administrators are tasked with organizing and coordinating these activities under the supervision of their mentors. Discipline, responsibility, and managerial skills are important values honed through the implementation of these programs. Furthermore, the implementation of these activities is also directed at creating an environment that supports a positive and conducive Islamic boarding school culture.

Each implemented activity is then periodically evaluated by the organization administrators and mentors. This evaluation covers the program's success, student participation, and its impact on the development of students' attitudes and character. The evaluation results will serve as a reference for future program improvements to make them more effective and relevant. Furthermore, the implementation of the student organization program also serves as an important social learning tool, as students are trained to work in teams, express ideas, solve problems, and appreciate differences. (Dalimunthe et al., 2025).

The implementation of the student organization program has directly and indirectly assisted Islamic boarding schools in realizing their vision as educational institutions that produce individuals with morals, skills, and who are ready to play a role in society. These organizations are not merely venues for extracurricular activities, but also strategic tools in developing a quality next generation, both intellectually and spiritually. Modern Islamic boarding schools that effectively optimize the role of student organizations will more easily create a sustainable and impactful development system.

Based on interviews with various sources, it is clear that the implementation of the Daar Al Uluum Student Organization (OPDU) work program has been structured, active, and consistent in supporting the realization of the vision and mission of the Daar Al Uluum Modern Islamic Boarding School. The OPDU work program is positioned as part of the leadership education and character development strategy for students, and has the full support of the Islamic boarding school.

Based on repeated field observations at the Daar Al Uluum Modern Islamic Boarding School in Asahan Kisaran, it appears that the implementation of the Daar Al Uluum Student Organization (OPDU) program has been quite successful and structured. This is characterized by the existence of an organizational structure for students that encompasses various areas, such as worship and teaching, security, cleanliness, language, sports, and dining room management. These observations indicate the active involvement of administrators in carrying out their respective

duties, which operate synergistically with the Islamic boarding school supervisors. However, considering that this study uses a phenomenological approach, the presentation of the results does not stop at a structural description of the organization, but needs to explore the essence of the subjective experiences of the informants. In this regard, in-depth interviews with OPDU administrators, students, and supervisors produced narratives that demonstrate the meaning of their experiences in carrying out leadership roles within the Islamic boarding school environment. One female OPDU administrator stated;

"At first, I felt awkward leading my own friends, especially since they were my own age, and some were older than me. But over time, I learned how to deliver commands effectively – not ordering, but inviting."

This statement reveals the emotional and social dynamics experienced by students in carrying out their organizational duties. This leadership phenomenon among students extends beyond simply carrying out administrative duties, but also involves the formation of self-identity as leaders within the context of a pesantren based on religious and moral values. A triangulation interview with the OPDU advisor provided insights that complement the students' perspectives:

"We do encourage the administrators to learn to develop their own programs, but their biggest challenge is maintaining consistency. Many are enthusiastic at the beginning, but become sluggish in the middle."

This statement demonstrates that the phenomenon of inconsistent program implementation is a collective experience shared by both students and advisors. The interview also illustrates the importance of structural support in the form of regular evaluations and intensive communication as strategies for maintaining program sustainability.

The OPDU advisors ensure program continuity through regular meetings, periodic evaluations, and involvement in the administrator selection process. Meanwhile, the OPDU administrators actively carry out organizational duties such as organizing shifts, roll calls, overseeing discipline, and participating in various religious and ceremonial activities. The students' perspectives also demonstrate that the OPDU plays a significant role in maintaining order and discipline in the daily life of the Islamic boarding school. Thus, the OPDU is not merely a symbolic organization, but truly fulfills its role as a forum for fostering and implementing student activities professionally throughout the academic year. (Rambe et al., 2023). Based on interviews, it was discovered that student organizations in modern Islamic boarding schools face several obstacles in realizing their vision and mission. One major obstacle is the lack of discipline and sense of responsibility among some administrators in implementing work programs. The high enthusiasm initially felt by the administrators often wanes over time, resulting in programs that are not fully implemented. Furthermore, the administrators' managerial and communication

skills need to be improved so that each activity can be carried out in a focused manner and aligned with the pesantren's values. Other challenges include the diverse character of the students, with some only acting when instructed to do so, and the disharmony between administrators and members of the same age, which leads to a lack of mutual respect.

Nevertheless, the organization's administrators strive to overcome these obstacles by establishing good communication, holding regular meetings to discuss solutions, and assigning tasks according to each individual's abilities. They also provide personal motivation to less active members and involve mentors or senior administrators when necessary. On the other hand, students who observed the organization's performance stated that the management demonstrated strong teamwork, frequently invited other students to participate directly in activities, and persisted with the program despite facing various obstacles. This demonstrates a strong commitment from the management to maintaining the organization's continuity and supporting the achievement of the vision and mission of modern Islamic boarding schools.

Discussions

Student Organization Program in Realizing the Vision and Mission of Modern Islamic Boarding Schools

Student organizations within Islamic boarding schools play a vital role in supporting the education system, particularly in shaping their character and leadership. This is reflected in the implementation of the Daar Al Uluum Student Organization (OPDU) work program, which is structured and executed in a focused manner to support the vision and mission of the Daar Al Uluum Modern Islamic Boarding School in Asahan.

The work program serves as the foundation for implementing the organization's main tasks and functions (TUPOKSI). Through systematic planning, the OPDU establishes a work plan that prioritizes the efficient allocation of time, energy, and resources. The OPDU work program structure is based on the stages of organizational management: planning, establishing, controlling, directing, and evaluating. Each step aims to ensure that all activities align with the Islamic boarding school's vision: to develop students who are knowledgeable, morally upright, and ready to compete globally (Mulyanah & Nursodik, 2020).

Structurally, the Student Organization (OPDU) is divided into several areas, including: worship and teaching, security, cleanliness, sports, language, and the dining hall. Each area has its work program, which is integrated into the Islamic boarding school's activities. An interview with the Director of PMDU (Drs. H. Hubban Rangkuti, M.Si.) confirmed that the OPDU is not simply a student organization but a strategic component of character education. He stated that the

OPDU is given the space to develop independently in designing programs, while maintaining synergy with the Islamic boarding school. The OPDU advisor, Alim Subhan Nasution, S.Pd., also emphasized the importance of organizational continuity, including through regular Friday night meetings and a rigorous selection process for the OPDU chairman.

In terms of implementation, the OPDU management actively carries out its duties through weekly meetings, disciplinary oversight, and reporting of problems. The management is also authorized to impose sanctions on student violations, both internally and through the Santri Court. This demonstrates a professional and educational organizational governance system. Students' opinions also demonstrate the positive impact of the OPDU. Regular activities and consistent supervision help create an orderly and disciplined Islamic boarding school culture. Students feel that the Student Organization (OPDU) makes a real contribution to a conducive and focused learning environment. Therefore, the OPDU's work program is a key instrument in supporting the Islamic boarding school's vision and mission. In line with Rusydiyah's (2017) statement, the active involvement of administrators, support from leaders, and the participation of students are key factors in the successful implementation of student organization work programs at Islamic boarding schools.

The Daar Al Uluum Student Organization (OPDU) at the Daar Al Uluum Modern Islamic Boarding School in Asahan is not simply a unit for implementing student activities, but rather a strategic part of the Islamic boarding school's education system, integrating the values of leadership, independence, and Islamic character among students. This finding aligns with Argyris and Schön's (1996) Organizational Learning theory, which states that successful organizations are those that enable their members to become active participants in the collective learning process. In the context of the OPDU, administrators not only carry out structural instructions but also learn to systematically design, implement, and evaluate work programs.

In the context of Islamic boarding schools, this specialization is not solely for efficiency, but also serves as a means of internalizing sharia-based leadership values. This is evident in the sanction policy imposed by the OPDU administrators through the Santri Court, which serves as an educational instrument for enforcing order and as a means of learning the value of justice in Islam. The participation of santri in OPDU also demonstrates the characteristics of a transformational leadership approach, where administrators are given space to develop and lead, while also serving as role models for their peers. According to Dwiedinawati et al. (2021), Transformational leadership will be effective when leaders can inspire and internalize organizational values in their followers. In the context of OPDU, administrators are required not only to manage work programs but also to represent

the values of the Islamic boarding school, which are based on knowledge, morals, and global readiness, as reflected in the boarding school's vision.

With the phenomenological approach adopted in this research method, it is important to emphasize that the subjective experiences of informants – both OPDU administrators, mentors, and ordinary students – are key to exploring the meaning of the existence of the Islamic boarding school organization. Unfortunately, in the previous section, this meaning has not been explored in depth. Therefore, it is important to emphasize that for OPDU administrators, this organization is not only a workspace but also a medium for the formation of identity and spirituality. (Ritonga et al., 2023). As one informant expressed it, "When we were entrusted with the role of administrators, we felt like we were part of the foundation of the Islamic boarding school itself. We weren't just students, but servants of the grand vision of Daar Al Uluum." This statement reflects the essence of the administrators' experience as agents of change with moral and spiritual responsibilities.

Comparing the results of this study with similar studies, for example, research conducted by Muttaqin (2023) At the Kyai Syarifuddin Wonorejo Islamic Boarding School, it was found that the student organization serves as a vehicle for leadership development and internal social control. However, a striking difference emerged in the aspect of autonomy. The student organization is under the strict control of the supervising ustaz, while at the PMDU Asahan, the OPDU is given greater freedom to design and implement its internal policies. This indicates that the pesantren management model implemented at PMDU is closer to a participatory model, where students are actively involved in the decision-making process. This confirms the relevance of this research finding as a contribution to the external validity and development of pesantren educational management theory.

From a theoretical and contextual perspective, the existence of the OPDU contributes significantly to the achievement of the pesantren's vision and mission. This organization serves as a strategic vehicle for character formation, leadership training, and strengthening the social ethics of students within a holistic Islamic educational framework. The learning process within the OPDU organization reflects the integration of Islamic values and modern managerial principles adapted to the pesantren's wisdom. These findings strengthen the OPDU's position as a laboratory for authentic, values-based leadership.

Implementation of the Student Organization Program in Realizing the Vision and Mission of Modern Islamic Boarding Schools

The student organization program at the Daar Al Uluum Modern Islamic Boarding School has been implemented in a structured and comprehensive manner. The program focuses not only on ceremonial activities but also emphasizes the development of student character and leadership through ongoing activities throughout the academic year. The Student Organization (OPDU) implements its

work program based on the Islamic boarding school's academic calendar and the results of annual meetings involving supervisors, administrators, and senior students. Activities include speech practice (muhadharah), leadership training, worship supervision, religious competitions, and social and skills activities. Each division is responsible for implementing activities under the coordination of the OPDU head and the direct supervision of the supervisor.

Friday night meetings are a crucial opportunity to evaluate activities, discuss challenges, and provide motivation to administrators. The PMDU Director emphasized that the implementation of the OPDU program is an integral part of the Islamic boarding school's character education strategy. Therefore, the OPDU is directed to truly carry out its function, not merely as a symbolic organization. Periodic evaluations are conducted to measure the effectiveness of activities, the level of student participation, and their impact on character development. These evaluation results are used as a basis for developing an improved program for the following period.

Routine OPDU activities, such as scheduling shifts, morning and evening roll calls, discipline monitoring, and organizing major Islamic events, demonstrate the organization's significant role in maintaining order in Islamic boarding school life. Furthermore, the process of regenerating the leadership through selection and interviews strengthens the organizational system and ensures program sustainability. Student testimonials demonstrate that OPDU has successfully carried out its function as a regulator of daily student life while also serving as a platform for social and leadership learning. Consistent routine activities create an orderly learning atmosphere oriented toward Islamic values (Lubis, 2021). Thus, the implementation of OPDU's work program has proven effective in implementing modern Islamic boarding school values and contributing to the development of disciplined, independent, and responsible students.

Obstacles Faced by Santri Organizations in Realizing the Vision and Mission of Modern Islamic Boarding Schools

While student organizations like the OPDU (University Student Organization) demonstrate good performance, several obstacles remain in their implementation. These obstacles stem from both internal and external factors, which, if not addressed systematically, can hinder the effective achievement of the Islamic boarding school's vision and mission.

The main obstacle that frequently arises is a lack of discipline and a sense of responsibility among some administrators. This is usually characterized by high enthusiasm at the beginning of the term, but declines midway through the term. Another factor is the administrators' limited time to balance academic and organizational responsibilities, especially amidst the busy activities of the Islamic boarding school.

A lack of understanding of the Islamic boarding school's vision and mission also poses a challenge, as it can lead to a lack of synchronization between

organizational programs and the direction of the boarding school's policies. Some administrators are still learning and are not yet accustomed to managing activities professionally, making managerial and communication skills areas that need improvement (Harianto et al., 2023).

Communication barriers between administrators and between OPDU and the Islamic boarding school's supervisors, teachers, and leaders sometimes subside. This results in a lack of coordination and systematic evaluation. Furthermore, limited facilities and infrastructure, such as supporting equipment, meeting rooms, and operational funds, also hindered the optimal implementation of activities. The OPDU supervisor also highlighted psychological challenges in student social relationships, such as some students' reluctance to respect administrators of the same age or year. This dynamic requires an inclusive and communicative leadership approach.

To address these challenges, the OPDU administrators implemented internal strategies such as assigning tasks based on ability, weekly discussions, and a personal approach. Assistance from the supervisor was also optimized to provide direction and motivation. These strategies were deemed effective by the students in building a positive organizational culture. (Ahmad, 2023). Thus, the obstacles faced by OPDU are a natural challenge in the organizational education process. However, through consistent guidance, open communication, and a spirit of cooperation, these obstacles can be gradually overcome to achieve the holistic goals of Islamic boarding school education.

Conclusion

The Student Organization Program in Realizing the Vision and Mission of Modern Islamic Boarding Schools, namely OPDU, is divided into several areas, including: worship and teaching, security, cleanliness, sports, language, and dining halls. Each area has its own work program that has been integrated into the Islamic boarding school activity system. The implementation of the Student Organization Program in Realizing the Vision and Mission of Modern Islamic Boarding Schools, namely OPDU, runs a work program based on the Islamic boarding school education calendar and the results of annual meetings involving mentors, administrators, and senior students. Activities carried out include speech practice (muhadharah), leadership training, supervision of worship, religious competitions, as well as social and skills activities. Each area is responsible for implementing activities under the coordination of the OPDU chairman and the direct supervision of the mentor. The obstacles faced by the Santri Organization in Realizing the Vision and Mission of Modern Islamic Boarding Schools are the lack of discipline and sense of responsibility among some administrators, communication obstacles between administrators and between OPDU and the supervisors, teachers, and leaders of Islamic boarding schools which sometimes do not run optimally, and the OPDU

supervisors also underlined psychological obstacles in the social relations of students, such as the existence of students who are reluctant to respect administrators who are the same age or in the same year.

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