Enhancing Boarding School Management Through Organizational Psychology Education

Abstract :
Effective educational organization is a desirable goal in the context of quality education. Nevertheless, to achieve such effectiveness, educational organizations need to understand and apply relevant psychological aspects. This article aims to discuss the role of organizational psychology in the management of boarding schools by taking a case study at Al Iman Muntilan Islamic Boarding School. The research question is: What is the role of organizational psychology in the management of Al-Iman Muntilan Islamic Boarding School? This qualitative research identifies the role of organizational psychology in the management of boarding schools by exploring several essential psychological aspects. The data sources used were primary and secondary. While the primary data collection method was through interviews, the secondary methods were library research, documentation, and the Internet. Data analysis was done through data reduction, display, and conclusion drawing/verification. The study results revealed that the role of organizational psychology in the management of Al-Iman Muntilan Islamic Boarding School was in increasing student motivation and teacher performance, assisting in classroom management effectiveness, enhancing student involvement and participation, improving student and teacher welfare, helping leadership effectiveness, conflict management, and effective communication.

Keywords: Organizational psychology, management, boarding school.

INTRODUCTION

Organizational psychology (Staw, 2016) is a crucial aspect of managing educational institutions, especially in boarding schools, where students are always highly dependent on the quality of education management (Huda et al., 2020). By understanding the organizational psychology principles and concepts, this educational institution can create a positive environment and support optimal student development (Desimone et al., 2013). It is supported by several research results, which have shown that psychological factors, including motivation, emotions, perceptions, self-efficacy, and learning styles, play a crucial role in determining the success of the educational process (Göbel & Preusche, 2019; Kong, 2021; Zhuang & Qiao, 2018).

The psychological role in managing boarding schools encompasses a deep understanding of the student's needs and characteristics, developing effective teaching approaches, building social and emotional skills, improving the welfare of students and teachers, encouraging active participation, and creating a positive learning environment (Miasih & Hasanah, 2021). Educational managers need to understand that each student has different learning styles, interests, talents, and challenges (Felder, R. M., & Brent, R.

2005). By understanding these psychological aspects, educational organizations can develop appropriate approaches to meet student's individual needs and promote their academic achievement. In addition, developing an effective teaching approach has a significant role. By understanding educational psychology, educational organizations can understand the principles of learning and memory to develop teaching strategies and create learning environments that suit students' needs (Nichols et al., 2018).

Building a positive learning environment is a crucial factor in achieving the effectiveness of educational organizations (Nurwidodo et al., 2020, Harjali, 2016). In this context, educational psychology is a valuable tool for understanding how essential positive social support, recognition, and communication are in creating an inclusive learning environment and helping students feel safe, connected, and motivated (Marbun, 2018). In their research, Yunita & Nurhayati (2022) uncovered that as the leader and main executor of organizational behavior and the person in charge of an Islamic boarding school organization, the leadership of a Kyai certainly influences organizational effectiveness.

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In this regard, the role of organizational psychology in the management of boarding schools involves in-depth understanding of student needs, development of effective teaching approaches, development of social and emotional skills, enhancing student and teacher well-being, encouraging active participation, and creating a positive learning environment and administrative staff in the educational context. By understanding the psychological needs of individuals, educational organizations can design appropriate strategies to facilitate optimal teaching-learning processes.

Although much research has demonstrated the key role of organizational psychology, not much research has elaborated on the significant role of organizational psychology in the management of Al-Iman Muntilan Islamic Boarding School. For this reason, this research took place at the Al-Iman Muntilan Islamic Boarding School. This research is vital since Islamic boarding schools are one of the vital elements in the management of quality educational institutions based on the use of organizational psychology.

RESEARCH METHOD

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This research is qualitative. According to Sugiyono (2019), qualitative research methods are used to examine the conditions of natural objects, where the researcher is a key instrument, with data collection techniques conducted in a triangulation (combined) manner, inductive/qualitative data analysis, and qualitative research results that emphasize meaning rather than generalization.

This study used primary and secondary data sources. As Sugiyono (2015) defined, primary data sources provide data to collectors directly. The primary data sources involved in this study were residents of Islamic boarding schools, consisting of boarding school administrators, teachers/*ustadz*, employees, and students/*santri*.

On the other hand, secondary sources do not directly provide data to data collectors, such as through other people or documents (Sugiyono, 2015). This data source was employed to support primary data, i.e., through literature studies, documentation, books, written archives such as syllabi and lesson plans, *santri* data, activity schedules, and others. While the primary data collection method was through interviews, the secondary data collection methods were performed by studying literature, documentation, and the Internet. Then, the data analysis procedure was carried out through data reduction, data display, and conclusion drawing/verification.

SETTINGS

This study was conducted at Al Iman Muntilan Islamic Boarding School, Muntilan Magelang Jawa Tengah Indonesia.

RESEARCH RESULTS AND DISCUSSION

Research Results

Islamic boarding schools are one of the oldest educational institutions in Indonesia. Islamic boarding schools play an important role in the administration of education. In its development, many Islamic boarding schools have transformed from traditional to modern educational institutions, which are marked, among others, by the transformation of management, both institutional management and learning systems.

In this study, the authors discuss the important role of organizational psychology in managing Islamic boarding schools. Al Iman Islamic Boarding School is on Jalan Talun Km. 1, Patosan Hamlet, Sedayu Village, Muntilan Sub-district, Magelang Regency, Central Java Province. This Islamic boarding school was initiated in 1937 by Ustadz Yunus Muhammad Alwan and was officially established in November 1942 in Beteng Hamlet, Muntilan Village, Muntilan Sub-district, Magelang Regency. Al Iman Islamic Boarding School provides education from elementary to senior high school levels.

> *"PPI Al Iman Muntilan merupakan salah satu pondok pesantren yang turut mewarnai dunia pendidikan di Kabupaten Magelang khususnya dan Indonesia umumnya. Seluruh potensi dan kemampuan dicurahkan untuk merealisasikan misi tersebut. PPI Al Iman Muntilan "berdiri di atas dan untuk semua golongan." Hal ini semakin dipertegas dengan tidak terlibatnya PPI Al Iman Muntilan dalam politik praktis, serta tidak berafiliasi kepada organisasi kemasyarakatan apapun, sehingga dapat secara independen menentukan langkah dan memiliki ruang gerak yang lebih luas dalam bidang pendidikan dan pengajara" (Informan 1).*

> ["PPI Al Iman Muntilan is one of the Islamic boarding schools that has contributed to the world of education in Magelang Regency in particular and Indonesia in general. All potential and capabilities are devoted to realizing this mission. PPI Al Iman Muntilan "stands above and for all groups." It is further emphasized that PPI Al Iman Muntilan is not involved in practical politics and is not affiliated with any social organization so that it can independently determine steps and has wider space for movement in education and teaching." (Informant 1)]

Al Iman Islamic Boarding School implemented an integrated boarding school system for 24 hours. The dormitory system allowed the *santri*'s learning process, discipline, and achievement to be carried out optimally. Learning practices at the Islamic boarding school Al Iman instilled not only cognitive but also affective and psychomotor aspects. It is stated below:

> *"Kami di PPI ini menrapkan sistem pendidikan berasrama (boarding school) yang terpadu selama 24 jam, proses pembelajaran, disiplin dan prestasi santri dapat dilaksanakan secara maksimal. Pesantren tidak hanya menanamkan aspek kognitif, tetapi juga afektif dan psikomotorik. Pesantren tidak hanya mengasah*

kecerdasan otak dan ketrampilan tangan, tetapi juga kekuatan mental dan kecerdasan spiritual" (Informan 1).

["At PPI, we implement an integrated boarding school system for 24 hours, where the *santri*'s learning process, discipline, and achievements can be carried out to the fullest. Islamic boarding schools instill not only cognitive but also affective and psychomotor aspects. In addition, Islamic boarding schools hone not only brain intelligence and manual skills but also mental strength and spiritual intelligence." (Informant 1)]

As stated, Islamic boarding schools honed brain intelligence, manual skills, mental strength, and spiritual intelligence. Further, the Al Iman Islamic Boarding School strived to consistently implement boarding discipline for its residents, i.e., a dormitory full of educational programs, not just a place for *santri* to sleep.

"Pendidikan Pesantren Islam Al Iman Muntilan bersifat utuh dan terpadu. Yang di maksud utuh adalah bahwa pendidikan Pesantren Islam Al Iman Muntilan meliputi tiga unsur yaitu pendidikan formal, informal dan nonformal. Pendidikan formal yaitu kegiatan belajar mengajar di sekolah yang di atur Kabiro TMM (Tarbiyatul Mu'allimin Muballighin); pendidikan informal seperti kuliah keagamaan atau taushiyah yang di sampaikan oleh Kyai; adapun pendidikan nonformal adalah kegiatan-kegiatan santri diluar sekolah termasuk juga kegiatan keseharian santri di asrama" (Informan 2).

["The education of Al-Iman Muntilan Islamic Boarding School is intact and integrated. What is meant intact is that the education of Al-Iman Muntilan Islamic Boarding School includes three elements: formal, informal, and non-formal education. Formal education is teaching and learning activities in schools regulated by the Head of the TMM Bureau (*Tarbiyatul Mu'allimin Muballighin*); informal education is like religious lectures or *taushiyah* delivered by Kyai; meanwhile, non-formal education is the activities of *santri* outside of school, including the daily activities of *santri* in the dormitory." (Informant 2)]

With the boarding system, *santri* could interact with teachers more effectively and productively. In addition, students could be fully colored by the educational programs systemized in the Islamic boarding school. The dormitory system protected students from unfavorable external cultural influences that did not even contain educational values. It is as conveyed that:

"Para santri dapat berinteraksi dengan para guru secara lebih efektif dan produktif. Selain itu, santri dapat sepenuhnya terwarnai oleh program-program pendidikan yang telah tersistem di dalam pesantren. Sistem asrama juga menjaga santri dari pengaruh kultur luar yang kurang baik dan bahkan tidak mengandung nilai-nilai Pendidikan" (Informan 2).

["The *santri* can interact with the teachers more effectively and productively. In addition, *santri* can be fully colored by the educational programs systemized in the Islamic boarding school. The dormitory system also protects the *santri* from unfavorable external cultural influences that do not even contain educational values." (Informant 2)]

Additionally, the boarding system as implemented at the Al Iman Islamic Boarding School educated *santri* in terms of independence, leadership, brotherhood, and the ability to socialize among fellow *santri* in the Islamic boarding school environment with a variety of cultural and ethnic backgrounds, as expressed that:

> *"Sistem asrama sebagaimana diterapkan di Ponpes Islam Al Iman juga mendidik para santri dalam hal kemandirian, kepemimpinan, persaudaraan, dan kemampuan bersosialisasi sesama santri di lingkungan pesantren yang memiliki keragaman latar belakang budaya dan suku"*
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> ["The boarding system as implemented at Al Iman Islamic Boarding School also educates *santri* in terms of independence, leadership, brotherhood, and the ability to socialize among fellow *santri* in a boarding school environment that has a variety of cultural and ethnic backgrounds."] (4 informan)

Thus, in addition to getting religious and general lessons, Madrasah Aliyah *santri* in Islamic boarding schools were also equipped with leadership skills.

Related to Islamic boarding school management activities, especially so that *santri* were motivated in learning, according to Informant 2, the concept possessed by Islamic boarding school was to instill and strengthen basic knowledge about the religion of *santri*, as the following interview excerpt:

> *"Pola manajemen yang diterapkan di Pesantren Islam Al Iman Muntilan yaitu dengan menanamkan keimanan dan ketaqwaan dalam hati santri melalui pengajaran. Diharapkan dengan menghayati dan mengamalkan materi pembelajaran santri termotivasi dengan berlandaskan keimanan yang kuat. Dengan kedalaman iman manusia akan dapat mengokohkan kehidupan batin, dapat mengembangkan perasaan moral, susila, dan akhlak dapat membangun spritual yang stabil"* (Informan 2).
>
> ["The management pattern applied in Al Iman Muntilan Islamic Boarding School is to instill faith and devotion in the hearts of *santri* through teaching. It is expected that by living and practicing learning material, *santri* are motivated based on strong faith. With the depth of faith, humans can strengthen their inner life, develop moral feelings, principles, and ethics, and build a stable spiritual. " (Informant 2)]

Besides, related to the role of organizational psychology in increasing *santri* motivation to follow lessons in schools, according to Informant 3, it was performed by encouraging *santri* to obey religious orders.

> *"Yaitu mendorong agar siswa taat dalam menjalankan agama sebagai dasar dalam melakukan aktifits pembelajaran. Bagaimanapun belajar merupakan tuntunan agama"* (Informan 3)
>
> ["Namely, encouraging students to obey in practicing religion as a basis for conducting learning activities. In fact, learning is a guide to religion. " (Informant 3)]
>
> *"Secara umum, siswa yang belajar di pondok pesantren pada awal-awalnya*

kuranng bersemangat, namun pada akhirnya setelah mengenali lingkungan pesantren motivasi santri semakin baik" (Informan 4)

["In general, students studying at Islamic boarding schools, in the beginning, were less excited; however, in the end, after recognizing the Islamic boarding school environment, *santri's* motivation was getting better. " (Informant 4)]

In the practice of caring applied in Islamic boarding schools, there were direction, guidance, and consultation carried out formally and non-formally by the caregiver and the management.

"System manajemen yang diterapkan dengan diselenggarakannya bimbingan dan arahan oleh pada santri senior kepada santri yunior. Dalam hal ini santri senior merupakan pengurus Organisasi Santri Pesantren Islam Al Iman Muntilan sebagai tangan panjang membantu pimpinan dalam menjalankan kedisiplinan dan peraturan santri Pesantren Islam Al Iman Muntilan" (Informan 2).

["The management system is applied by holding guidance and direction by senior *santri* to junior *santri*. In this case, the senior *santri* is the administrator of the Al-Iman Muntilan Islamic Boarding School *Santri* Organization, as a long hand that helps the leadership carry out the discipline and regulations of the Islamic Boarding School Al Iman Muntilan." (Informant 2)]

"Dalam perjalanannya,kurikulum Pondok Pesantren Al Iman Muntilan senantiasa mengikuti dan mengadaptasikan diri dengan perkembangan kurikulum nasional, seperti telah dilkasanakannya K-13 yang hingga kini telah berjalan selama 5 tahun pelajaran" (Informan 4).

["In his journey, the Al-Iman Muntilan Islamic Boarding School curriculum always follows and adapts itself to the development of the national curriculum, as K-13 that has been implemented, which has been running for five years until now." (Informant 4)]

Islamic boarding schools' efforts in encouraging *santri* to be active in teaching and learning activities were the responsibility of not only teachers but also other residents, such as by involving senior *santri*. As stated below:

"System manajemen yang diterapkan dengan diselenggarakannya bimbingan dan arahan oleh pada santri senior kepada santri yunior. Dalam hal ini santri senior merupakan pengurus Organisasi Santri Pesantren Islam Al Iman Muntilan sebagai tangan panjang membantu pimpinan dalam menjalankan kedisiplinan dan peraturan santri Pesantren Islam Al Iman Muntilan" (Informan 4)

["The management system is applied by holding guidance and direction by senior *santri* to juniors. In this case, the senior *santri* is the administrator of the Al-Iman Muntilan Islamic Boarding School *Santri* Organization, as a long hand that helps the leadership carry out the discipline and regulations of the Islamic Boarding School Al Iman Muntilan." (Informant 2)]

"Santri Madrasah Tsanawiyah dan kelas IV Madrasah Aliyah kepengasuhannya berada di bawah tanggung jawab pengurus OSPIA sebagai tangan kanan Pengasuh (Kyai), dengan pengawasan dari para ustadz. Adapun santri kelas V

dan VI Madrasah Aliyah berada di bawah tanggungjawab pengawasan Kyai secara langsung" (Informan 2)

["The care of the Madrasah Tsanawiyah and Class IV Madrasah Aliyah *santri* is under the responsibility of the OSPIA management, as the right hand of the caregiver (Kyai), with the supervision of the *ustadz*. Meanwhile, Classes V and VI Madrasah Aliyah *santri* are directly responsible for the Kyai's supervision." (Informant 2)]

The results showed that the relationship between senior *santri*/Madrasah Aliyah with the leadership of Islamic boarding school was more like parents and children. The caregiver provided direction, guidance, and consultation formally and non-formally. It is as stated below:

"Praktik kepemimpinan yang ditunjukkan oleh pimpinan Pesantren Islam Al Iman Muntilan menerapkan pola asuh secara kekeluargaan dan keteladanan, dengan penerapan pola asuh yang berjenjang, dimana dalam kepemimpinan terdapat pembagian tugas dan tanggung jawab kepengasuhan dan pengawasan kedisiplinan"

["The leadership practice shown by the leader of the Al Iman Muntilan Islamic Boarding School applies parenting in a family manner and example, with the application of tiered parenting, where in leadership, there is a division of tasks and responsibilities of discipline and supervision of discipline." (4 informan)]

DISCUSSION

Based on the above research results, the role of organizational psychology in the management of Islamic boarding schools can be seen in several matters: increasing student motivation and teacher performance, assisting in classroom management effectiveness, enhancing student involvement and participation, helping leadership effectivenesst and effective communication.

Increasing Student Motivation and Teacher Performance

Student motivation plays a crucial role in creating an effective educational organization. In increasing the motivation of students/students, the management pattern applied in the Al Iman Islamic Boarding School was to instill faith and devotion in the hearts of *santri* through teaching. It is expected that by living and practicing learning material, *santri* are motivated based on strong faith. With the depth of faith, humans can strengthen their inner life, develop moral feelings, principles, and ethics, and build a stable spiritual.

Students' motivation also significantly impacts academic performance and success rate (Ryan & Deci, 2020). Studies have shown that learning involving intrinsic and extrinsic motivation results better than learning focusing only on extrinsic prizes (Reeve, 2012).

To create an effective educational organization, teachers and school staff need to understand students' motivational needs and implement relevant strategies. Some strategies that can be used are providing clear goals to students, providing constructive

feedback, and facilitating students' autonomy in the learning process. By paying attention to student motivation, the teacher can create a learning environment that is more pleasant and meaningful and motivate students to achieve better achievements.

Assisting in Classroom Management Effectiveness

The relationship between senior *santri*/Madrasah Aliyah with the leadership of Islamic boarding schools was more like parents and children. Direction, guidance, and consultation were often carried out formally in special forums between student organizations and leaders and informally in individual *santri* facing the leadership. Also, sometimes, the informal form even began by the leadership; *santri* were called or visited by the leadership to be given advice or guidance.

Moreover, effective classroom management is important in creating a conducive learning environment. The teacher needs skills to manage student behavior, create a safe and supportive class climate, and provide clear structures and expectations (Allen, 2010). In this context, a psychological understanding of student behavior is key to overcoming challenges that might arise in the classroom. Other studies have uncovered that student-centered approaches can help create a positive class climate, such as using positive reinforcement, providing constructive feedback, and providing choices to students (Marzano et al., 2003). In addition, teachers need to understand and respond to students' social and emotional needs. Building good relationships with students, paying attention to the needs of their individuals, and supporting the development of social and emotional skills can increase student involvement in learning (Wentzel, 2015).

Enhancing Student Involvement and Participation

Creating an environment that encourages student involvement and active participation is a principal factor in an effective educational organization. Related to that, to increase the involvement and participation of students in activities, the management system was implemented by holding guidance and direction by senior to junior *santri*. In this case, senior *santri* was the administrator of the Al-Iman Pesantren *Santri* Organization, as a long hand to help leaders in carrying out *santri* discipline and regulations.

Such management practice encourages students to be actively involved in learning to have higher motivation, develop collaborative skills, and achieve better learning outcomes (Fredricks et al., 2004). A study has reported that allowing students to actively participate in learning, encouraging collaboration between students, and providing space for students to share their ideas and views can increase student involvement (Anderman & Anderman, 2009).

Helping Leadership Effectiveness

The results unveiled that the leadership practices shown by the Al Iman Islamic Boarding School leadership applied parenting in a family manner and exemplary, with the application of tiered parenting, where in leadership, there was a division of tasks and responsibilities of discipline and supervision of discipline. The division of tasks was distinguished based on education or class levels. The care of the Madrasah Tsanawiyah

and Class IV Madrasah Aliyah *santri* was under the responsibility of the OSPIA management, as the right hand of the caregiver (Kyai), with the supervision of the *ustadz*. On the other hand, in Classes V and VI Madrasah Aliyah, *santri* was responsible for Kyai's direct supervision.

In this case, the psychology of education in the management of the Al-Iman Islamic Boarding School also increased the effectiveness of its leadership. Inspirational leadership, good change in change, clear communication, and support in developing professional staff members can create an environment that supports student development and increases work motivation (Leithwood et al., 2008).

Effective Communication

The role of organizational psychology in the management of Al Iman Islamic Boarding School could also be seen from the effective communication built between its stakeholders, such as between caregivers and senior *santri* and between senior *santri* with junior *santri*. The results showed that the relationship between senior *santri*/Madrasah Aliyah with the leadership of Islamic boarding schools was more like parents and children. The caregiver provided direction, guidance, and consultation carried out formally and non-formally.

Meanwhile, the caregiver's relationship with junior *santri*/Madrasah Tsanawiyah *santri* with the leadership focused more on formal relations at certain events, where the caregivers were present and provided guidance and direction at a formal meeting. Meanwhile, bridging the communication needs between caregivers and junior *santri* was carried out through senior *santri*, in this case, the management of the Al-Iman Muntilan Islamic Boarding School *Santri* Organization

Effective communication is an important aspect of creating an effective educational organization. Good communication between teachers, students, parents, and school staff can facilitate a better understanding, productive collaboration, and the development of positive relationships (Henderson et al., 2010). Communication psychology is essential in understanding the factors that influence effective communication. For this reason, educational organizations must pay attention to communication training for teachers and school staff, including listening skills, providing constructive feedback, and conveying information clearly and persuasively (Gibbs, 2015, Naway, 2017). In addition, it is important to involve parents in communication and collaboration with educational organizations because good relationships between home and school can contribute to the success of student education (Epstein et al., 2018).

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CONCLUSION

In creating an effective model of boarding school education organization, the psychological role of the organization cannot be ignored. Organizational psychology plays a vital role in understanding individual cognitive behavior and processes, which can be used to develop effective educational organizations. The results demonstrated that organizational psychology is key in managing Al-Iman Muntilan Islamic Boarding School. The role of organizational psychology, among others, can be seen in several things: increasing student motivation and teacher performance, assisting in classroom

management effectiveness, enhancing student involvement and participation, helping leadership effectiveness, and effective communication.

SUGGESTION

Based on the research results, discussion, and conclusions above, the authors recommend as follows: 1) To the leadership of the Islamic boarding school, it is suggested to optimize the teaching staff in achieving learning goals; 2) It is necessary to make a joint forum between staff and senior *santri* to harmonize the learning agenda and activities that involve the enrichment of learning materials.

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Enhancing Boarding School Management Through Organizational Psychology Education

Abstract :
Effective educational organization is a desirable goal in the context of quality education. Nevertheless, to achieve such effectiveness, educational organizations need to understand and apply relevant psychological aspects. This article aims to discuss the role of organizational psychology in the management of boarding schools by taking a case study at Al Iman Muntilan Islamic Boarding School. The research question is: What is the role of organizational psychology in the management of Al-Iman Muntilan Islamic Boarding School? This qualitative research identifies the role of organizational psychology in the management of boarding schools by exploring several essential psychological aspects. The data sources used were primary and secondary. While the primary data collection method was through interviews, the secondary methods were library research, documentation, and the Internet. Data analysis was done through data reduction, display, and conclusion drawing/verification. The study results revealed that the role of organizational psychology in the management of Al-Iman Muntilan Islamic Boarding School was in increasing student motivation and teacher performance, assisting in classroom management effectiveness, enhancing student involvement and participation, improving student and teacher welfare, helping leadership effectiveness, conflict management, and effective communication.

Keywords: Organizational psychology, management, boarding school.

INTRODUCTION

Organizational psychology (Staw, 2016) is a crucial aspect of managing educational institutions, especially in boarding schools, where students are always highly dependent on the quality of education management (Huda et al., 2020). By understanding the organizational psychology principles and concepts, this educational institution can create a positive environment and support optimal student development (Desimone et al., 2013). It is supported by several research results, which have shown that psychological factors, including motivation, emotions, perceptions, self-efficacy, and learning styles, play a crucial role in determining the success of the educational process (Göbel & Preusche, 2019; Kong, 2021; Zhuang & Qiao, 2018).

The psychological role in managing boarding schools encompasses a deep understanding of the student's needs and characteristics, developing effective teaching approaches, building social and emotional skills, improving the welfare of students and teachers, encouraging active participation, and creating a positive learning environment (Miasih & Hasanah, 2021). Educational managers need to understand that each student has different learning styles, interests, talents, and challenges (Felder, R. M., & Brent, R.

Commented [A1]: It is important to go into more detail about the data analysis process you will be doing. How will you classify and organize the data you have collected? What specific methods will you use to analyze the interview, observation, and documentation data? A more detailed description of the analytical technique to be used will provide clarity and confidence in the validity of your research findings.

2005). By understanding these psychological aspects, educational organizations can develop appropriate approaches to meet student's individual needs and promote their academic achievement. In addition, developing an effective teaching approach has a significant role. By understanding educational psychology, educational organizations can understand the principles of learning and memory to develop teaching strategies and create learning environments that suit students' needs (Nichols et al., 2018).

Building a positive learning environment is a crucial factor in achieving the effectiveness of educational organizations (Nurwidodo et al., 2020, Harjali, 2016). In this context, educational psychology is a valuable tool for understanding how essential positive social support, recognition, and communication are in creating an inclusive learning environment and helping students feel safe, connected, and motivated (Marbun, 2018). In their research, Yunita & Nurhayati (2022) uncovered that as the leader and main executor of organizational behavior and the person in charge of an Islamic boarding school organization, the leadership of a Kyai certainly influences organizational effectiveness.

In this regard, the role of organizational psychology in the management of boarding schools involves in-depth understanding of student needs, development of effective teaching approaches, development of social and emotional skills, enhancing student and teacher well-being, encouraging active participation, and creating a positive learning environment and administrative staff in the educational context. By understanding the psychological needs of individuals, educational organizations can design appropriate strategies to facilitate optimal teaching-learning processes.

Although much research has demonstrated the key role of organizational psychology, not much research has elaborated on the significant role of organizational psychology in the management of Al-Iman Muntilan Islamic Boarding School. For this reason, this research took place at the Al-Iman Muntilan Islamic Boarding School. This research is vital since Islamic boarding schools are one of the vital elements in the management of quality educational institutions based on the use of organizational psychology.

RESEARCH METHOD

This research is qualitative. According to Sugiyono (2019), qualitative research methods are used to examine the conditions of natural objects, where the researcher is a key instrument, with data collection techniques conducted in a triangulation (combined) manner, inductive/qualitative data analysis, and qualitative research results that emphasize meaning rather than generalization.

This study used primary and secondary data sources. As Sugiyono (2015) defined, primary data sources provide data to collectors directly. The primary data sources involved in this study were residents of Islamic boarding schools, consisting of boarding school administrators, teachers/*ustadz*, employees, and students/*santri*.

On the other hand, secondary sources do not directly provide data to data collectors, such as through other people or documents (Sugiyono, 2015). This data source was employed to support primary data, i.e., through literature studies, documentation, books, written archives such as syllabi and lesson plans, *santri* data, activity schedules, and others. While the primary data collection method was through interviews, the secondary data collection methods were performed by studying literature, documentation, and the Internet. Then, the data analysis procedure was carried out through data reduction, data display, and conclusion drawing/verification.

> **Commented [A2]:** Methods contains:
> 1. explanation of the research approach;
> 2.subjects of the study;
> 3.the conduct of the research procedure;
> 4.the use of materials and instruments;
> 5.data collection;
> 6.and analysis techniques.
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> It is should be described in detail and operationally

SETTINGS

This study was conducted at Al Iman Muntilan Islamic Boarding School, Muntilan Magelang Jawa Tengah Indonesia.

RESEARCH RESULTS AND DISCUSSION
Research Results

Islamic boarding schools are one of the oldest educational institutions in Indonesia. Islamic boarding schools play an important role in the administration of education. In its development, many Islamic boarding schools have transformed from traditional to modern educational institutions, which are marked, among others, by the transformation of management, both institutional management and learning systems.

In this study, the authors discuss the important role of organizational psychology in managing Islamic boarding schools. Al Iman Islamic Boarding School is on Jalan Talun Km. 1, Patosan Hamlet, Sedayu Village, Muntilan Sub-district, Magelang Regency, Central Java Province. This Islamic boarding school was initiated in 1937 by Ustadz Yunus Muhammad Alwan and was officially established in November 1942 in Beteng Hamlet, Muntilan Village, Muntilan Sub-district, Magelang Regency. Al Iman Islamic Boarding School provides education from elementary to senior high school levels.

> *"PPI Al Iman Muntilan merupakan salah satu pondok pesantren yang turut mewarnai dunia pendidikan di Kabupaten Magelang khususnya dan Indonesia umumnya. Seluruh potensi dan kemampuan dicurahkan untuk merealisasikan misi tersebut. PPI Al Iman Muntilan "berdiri di atas dan untuk semua golongan." Hal ini semakin dipertegas dengan tidak terlibatnya PPI Al Iman Muntilan dalam politik praktis, serta tidak berafiliasi kepada organisasi kemasyarakatan apapun, sehingga dapat secara independen menentukan langkah dan memiliki ruang gerak yang lebih luas dalam bidang pendidikan dan pengajara" (Informan 1).*

> ["PPI Al Iman Muntilan is one of the Islamic boarding schools that has contributed to the world of education in Magelang Regency in particular and Indonesia in general. All potential and capabilities are devoted to realizing this mission. PPI Al Iman Muntilan "stands above and for all groups." It is further emphasized that PPI Al Iman Muntilan is not involved in practical politics and is not affiliated with any social organization so that it can independently determine steps and has wider space for movement in education and teaching." (Informant 1)]

Al Iman Islamic Boarding School implemented an integrated boarding school system for 24 hours. The dormitory system allowed the *santri*'s learning process, discipline, and achievement to be carried out optimally. Learning practices at the Islamic boarding school Al Iman instilled not only cognitive but also affective and psychomotor aspects. It is stated below:

> *"Kami di PPI ini menrapkan sistem pendidikan berasrama (boarding school) yang terpadu selama 24 jam, proses pembelajaran, disiplin dan prestasi santri dapat dilaksanakan secara maksimal. Pesantren tidak hanya menanamkan aspek kognitif, tetapi juga afektif dan psikomotorik. Pesantren tidak hanya mengasah*

Commented [A3]: The results and discussion that have been presented need to have tables and the like. It needs to be strengthened with supporting theory, as a reinforcement for the results that have been presented

And present the results of the interview in standard language, using scientific narratives,

kecerdasan otak dan ketrampilan tangan, tetapi juga kekuatan mental dan kecerdasan spiritual" (Informan 1).

["At PPI, we implement an integrated boarding school system for 24 hours, where the *santri*'s learning process, discipline, and achievements can be carried out to the fullest. Islamic boarding schools instill not only cognitive but also affective and psychomotor aspects. In addition, Islamic boarding schools hone not only brain intelligence and manual skills but also mental strength and spiritual intelligence." (Informant 1)]

As stated, Islamic boarding schools honed brain intelligence, manual skills, mental strength, and spiritual intelligence. Further, the Al Iman Islamic Boarding School strived to consistently implement boarding discipline for its residents, i.e., a dormitory full of educational programs, not just a place for *santri* to sleep.

"Pendidikan Pesantren Islam Al Iman Muntilan bersifat utuh dan terpadu. Yang di maksud utuh adalah bahwa pendidikan Pesantren Islam Al Iman Muntilan meliputi tiga unsur yaitu pendidikan formal, informal dan nonformal. Pendidikan formal yaitu kegiatan belajar mengajar di sekolah yang di atur Kabiro TMM (Tarbiyatul Mu'allimin Muballighin); pendidikan informal seperti kuliah keagamaan atau taushiyah yang di sampaikan oleh Kyai; adapun pendidikan nonformal adalah kegiatan-kegiatan santri diluar sekolah termasuk juga kegiatan keseharian santri di asrama" (Informan 2).

["The education of Al-Iman Muntilan Islamic Boarding School is intact and integrated. What is meant intact is that the education of Al-Iman Muntilan Islamic Boarding School includes three elements: formal, informal, and non-formal education. Formal education is teaching and learning activities in schools regulated by the Head of the TMM Bureau (*Tarbiyatul Mu'allimin Muballighin*); informal education is like religious lectures or *taushiyah* delivered by Kyai; meanwhile, non-formal education is the activities of *santri* outside of school, including the daily activities of *santri* in the dormitory." (Informant 2)]

With the boarding system, *santri* could interact with teachers more effectively and productively. In addition, students could be fully colored by the educational programs systemized in the Islamic boarding school. The dormitory system protected students from unfavorable external cultural influences that did not even contain educational values. It is as conveyed that:

"Para santri dapat berinteraksi dengan para guru secara lebih efektif dan produktif. Selain itu, santri dapat sepenuhnya terwarnai oleh program-program pendidikan yang telah tersistem di dalam pesantren. Sistem asrama juga menjaga santri dari pengaruh kultur luar yang kurang baik dan bahkan tidak mengandung nilai-nilai Pendidikan" (Informan 2).

["The *santri* can interact with the teachers more effectively and productively. In addition, *santri* can be fully colored by the educational programs systemized in the Islamic boarding school. The dormitory system also protects the *santri* from unfavorable external cultural influences that do not even contain educational values." (Informant 2)]

Additionally, the boarding system as implemented at the Al Iman Islamic Boarding School educated *santri* in terms of independence, leadership, brotherhood, and the ability to socialize among fellow *santri* in the Islamic boarding school environment with a variety of cultural and ethnic backgrounds, as expressed that:

> *"Sistem asrama sebagaimana diterapkan di Ponpes Islam Al Iman juga mendidik para santri dalam hal kemandirian, kepemimpinan, persaudaraan, dan kemampuan bersosialisasi sesama santri di lingkungan pesantren yang memiliki keragaman latar belakang budaya dan suku"*
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> ["The boarding system as implemented at Al Iman Islamic Boarding School also educates *santri* in terms of independence, leadership, brotherhood, and the ability to socialize among fellow *santri* in a boarding school environment that has a variety of cultural and ethnic backgrounds."] (4 informan)

Thus, in addition to getting religious and general lessons, Madrasah Aliyah *santri* in Islamic boarding schools were also equipped with leadership skills.

Related to Islamic boarding school management activities, especially so that *santri* were motivated in learning, according to Informant 2, the concept possessed by Islamic boarding school was to instill and strengthen basic knowledge about the religion of *santri*, as the following interview excerpt:

> *"Pola manajemen yang diterapkan di Pesantren Islam Al Iman Muntilan yaitu dengan menanamkan keimanan dan ketaqwaan dalam hati santri melalui pengajaran. Diharapkan dengan menghayati dan mengamalkan materi pembelajaran santri termotivasi dengan berlandaskan keimanan yang kuat. Dengan kedalaman iman manusia akan dapat mengokohkan kehidupan batin, dapat mengembangkan perasaan moral, susila, dan akhlak dapat membangun spritual yang stabil" (Informan 2).*
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> ["The management pattern applied in Al Iman Muntilan Islamic Boarding School is to instill faith and devotion in the hearts of *santri* through teaching. It is expected that by living and practicing learning material, *santri* are motivated based on strong faith. With the depth of faith, humans can strengthen their inner life, develop moral feelings, principles, and ethics, and build a stable spiritual. " (Informant 2)]

Besides, related to the role of organizational psychology in increasing *santri* motivation to follow lessons in schools, according to Informant 3, it was performed by encouraging *santri* to obey religious orders.

> *"Yaitu mendorong agar siswa taat dalam menjalankan agama sebagai dasar dalam melakukan aktifits pembelajaran. Bagaimanapun belajar merupakan tuntunan agama" (Informan 3)*
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> ["Namely, encouraging students to obey in practicing religion as a basis for conducting learning activities. In fact, learning is a guide to religion. " (Informant 3)]
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> *"Secara umum, siswa yang belajar di pondok pesantren pada awal-awalnya*

kuranng bersemangat, namun pada akhirnya setelah mengenali lingkungan pesantren motivasi santri semakin baik" (Informan 4)

["In general, students studying at Islamic boarding schools, in the beginning, were less excited; however, in the end, after recognizing the Islamic boarding school environment, *santri's* motivation was getting better. " (Informant 4)]

In the practice of caring applied in Islamic boarding schools, there were direction, guidance, and consultation carried out formally and non-formally by the caregiver and the management.

"System manajemen yang diterapkan dengan diselenggarakannya bimbingan dan arahan oleh pada santri senior kepada santri yunior. Dalam hal ini santri senior merupakan pengurus Organisasi Santri Pesantren Islam Al Iman Muntilan sebagai tangan panjang membantu pimpinan dalam menjalankan kedisiplinan dan peraturan santri Pesantren Islam Al Iman Muntilan" (Informan 2).

["The management system is applied by holding guidance and direction by senior *santri* to junior *santri*. In this case, the senior *santri* is the administrator of the Al-Iman Muntilan Islamic Boarding School *Santri* Organization, as a long hand that helps the leadership carry out the discipline and regulations of the Islamic Boarding School Al Iman Muntilan." (Informant 2)]

"Dalam perjalanannya,kurikulum Pondok Pesantren Al Iman Muntilan senantiasa mengikuti dan mengadaptasikan diri dengan perkembangan kurikulum nasional, seperti telah dilkasanakannya K-13 yang hingga kini telah berjalan selama 5 tahun pelajaran" (Informan 4).

["In his journey, the Al-Iman Muntilan Islamic Boarding School curriculum always follows and adapts itself to the development of the national curriculum, as K-13 that has been implemented, which has been running for five years until now." (Informant 4)]

Islamic boarding schools' efforts in encouraging *santri* to be active in teaching and learning activities were the responsibility of not only teachers but also other residents, such as by involving senior *santri*. As stated below:

"System manajemen yang diterapkan dengan diselenggarakannya bimbingan dan arahan oleh pada santri senior kepada santri yunior. Dalam hal ini santri senior merupakan pengurus Organisasi Santri Pesantren Islam Al Iman Muntilan sebagai tangan panjang membantu pimpinan dalam menjalankan kedisiplinan dan peraturan santri Pesantren Islam Al Iman Muntilan" (Informan 4)

["The management system is applied by holding guidance and direction by senior *santri* to juniors. In this case, the senior *santri* is the administrator of the Al-Iman Muntilan Islamic Boarding School *Santri* Organization, as a long hand that helps the leadership carry out the discipline and regulations of the Islamic Boarding School Al Iman Muntilan." (Informant 2)]

"Santri Madrasah Tsanawiyah dan kelas IV Madrasah Aliyah kepengasuhannya berada di bawah tanggung jawab pengurus OSPIA sebagai tangan kanan Pengasuh (Kyai), dengan pengawasan dari para ustadz. Adapun santri kelas V

dan VI Madrasah Aliyah berada di bawah tanggungjawab pengawasan Kyai secara langsung" (Informan 2)

["The care of the Madrasah Tsanawiyah and Class IV Madrasah Aliyah *santri* is under the responsibility of the OSPIA management, as the right hand of the caregiver (Kyai), with the supervision of the *ustadz*. Meanwhile, Classes V and VI Madrasah Aliyah *santri* are directly responsible for the Kyai's supervision." (Informant 2)]

The results showed that the relationship between senior *santri*/Madrasah Aliyah with the leadership of Islamic boarding school was more like parents and children. The caregiver provided direction, guidance, and consultation formally and non-formally. It is as stated below:

"Praktik kepemimpinan yang ditunjukkan oleh pimpinan Pesantren Islam Al Iman Muntilan menerapkan pola asuh secara kekeluargaan dan keteladanan, dengan penerapan pola asuh yang berjenjang, dimana dalam kepemimpinan terdapat pembagian tugas dan tanggung jawab kepengasuhan dan pengawasan kedisiplinan"

["The leadership practice shown by the leader of the Al Iman Muntilan Islamic Boarding School applies parenting in a family manner and example, with the application of tiered parenting, where in leadership, there is a division of tasks and responsibilities of discipline and supervision of discipline." (4 informan)]

DISCUSSION

Based on the above research results, the role of organizational psychology in the management of Islamic boarding schools can be seen in several matters: increasing student motivation and teacher performance, assisting in classroom management effectiveness, enhancing student involvement and participation, helping leadership effectivenesst and effective communication.

Increasing Student Motivation and Teacher Performance

Student motivation plays a crucial role in creating an effective educational organization. In increasing the motivation of students/students, the management pattern applied in the Al Iman Islamic Boarding School was to instill faith and devotion in the hearts of *santri* through teaching. It is expected that by living and practicing learning material, *santri* are motivated based on strong faith. With the depth of faith, humans can strengthen their inner life, develop moral feelings, principles, and ethics, and build a stable spiritual.

Students' motivation also significantly impacts academic performance and success rate (Ryan & Deci, 2020). Studies have shown that learning involving intrinsic and extrinsic motivation results better than learning focusing only on extrinsic prizes (Reeve, 2012).

To create an effective educational organization, teachers and school staff need to understand students' motivational needs and implement relevant strategies. Some strategies that can be used are providing clear goals to students, providing constructive

feedback, and facilitating students' autonomy in the learning process. By paying attention to student motivation, the teacher can create a learning environment that is more pleasant and meaningful and motivate students to achieve better achievements.

Assisting in Classroom Management Effectiveness

The relationship between senior *santri*/Madrasah Aliyah with the leadership of Islamic boarding schools was more like parents and children. Direction, guidance, and consultation were often carried out formally in special forums between student organizations and leaders and informally in individual *santri* facing the leadership. Also, sometimes, the informal form even began by the leadership; *santri* were called or visited by the leadership to be given advice or guidance.

Moreover, effective classroom management is important in creating a conducive learning environment. The teacher needs skills to manage student behavior, create a safe and supportive class climate, and provide clear structures and expectations (Allen, 2010). In this context, a psychological understanding of student behavior is key to overcoming challenges that might arise in the classroom. Other studies have uncovered that student-centered approaches can help create a positive class climate, such as using positive reinforcement, providing constructive feedback, and providing choices to students (Marzano et al., 2003). In addition, teachers need to understand and respond to students' social and emotional needs. Building good relationships with students, paying attention to the needs of their individuals, and supporting the development of social and emotional skills can increase student involvement in learning (Wentzel, 2015).

Enhancing Student Involvement and Participation

Creating an environment that encourages student involvement and active participation is a principal factor in an effective educational organization. Related to that, to increase the involvement and participation of students in activities, the management system was implemented by holding guidance and direction by senior to junior *santri*. In this case, senior *santri* was the administrator of the Al-Iman Pesantren *Santri* Organization, as a long hand to help leaders in carrying out *santri* discipline and regulations.

Such management practice encourages students to be actively involved in learning to have higher motivation, develop collaborative skills, and achieve better learning outcomes (Fredricks et al., 2004). A study has reported that allowing students to actively participate in learning, encouraging collaboration between students, and providing space for students to share their ideas and views can increase student involvement (Anderman & Anderman, 2009).

Helping Leadership Effectiveness

The results unveiled that the leadership practices shown by the Al Iman Islamic Boarding School leadership applied parenting in a family manner and exemplary, with the application of tiered parenting, where in leadership, there was a division of tasks and responsibilities of discipline and supervision of discipline. The division of tasks was distinguished based on education or class levels. The care of the Madrasah Tsanawiyah

and Class IV Madrasah Aliyah *santri* was under the responsibility of the OSPIA management, as the right hand of the caregiver (Kyai), with the supervision of the *ustadz*. On the other hand, in Classes V and VI Madrasah Aliyah, *santri* was responsible for Kyai's direct supervision.

In this case, the psychology of education in the management of the Al-Iman Islamic Boarding School also increased the effectiveness of its leadership. Inspirational leadership, good change in change, clear communication, and support in developing professional staff members can create an environment that supports student development and increases work motivation (Leithwood et al., 2008).

Effective Communication

The role of organizational psychology in the management of Al Iman Islamic Boarding School could also be seen from the effective communication built between its stakeholders, such as between caregivers and senior *santri* and between senior *santri* with junior *santri*. The results showed that the relationship between senior *santri*/Madrasah Aliyah with the leadership of Islamic boarding schools was more like parents and children. The caregiver provided direction, guidance, and consultation carried out formally and non-formally.

Meanwhile, the caregiver's relationship with junior *santri*/Madrasah Tsanawiyah *santri* with the leadership focused more on formal relations at certain events, where the caregivers were present and provided guidance and direction at a formal meeting. Meanwhile, bridging the communication needs between caregivers and junior *santri* was carried out through senior *santri*, in this case, the management of the Al-Iman Muntilan Islamic Boarding School *Santri* Organization

Effective communication is an important aspect of creating an effective educational organization. Good communication between teachers, students, parents, and school staff can facilitate a better understanding, productive collaboration, and the development of positive relationships (Henderson et al., 2010). Communication psychology is essential in understanding the factors that influence effective communication. For this reason, educational organizations must pay attention to communication training for teachers and school staff, including listening skills, providing constructive feedback, and conveying information clearly and persuasively (Gibbs, 2015, Naway, 2017). In addition, it is important to involve parents in communication and collaboration with educational organizations because good relationships between home and school can contribute to the success of student education (Epstein et al., 2018).

CONCLUSION

In creating an effective model of boarding school education organization, the psychological role of the organization cannot be ignored. Organizational psychology plays a vital role in understanding individual cognitive behavior and processes, which can be used to develop effective educational organizations. The results demonstrated that organizational psychology is key in managing Al-Iman Muntilan Islamic Boarding School. The role of organizational psychology, among others, can be seen in several things: increasing student motivation and teacher performance, assisting in classroom

management effectiveness, enhancing student involvement and participation, helping leadership effectiveness, and effective communication.

SUGGESTION

Based on the research results, discussion, and conclusions above, the authors recommend as follows: 1) To the leadership of the Islamic boarding school, it is suggested to optimize the teaching staff in achieving learning goals; 2) It is necessary to make a joint forum between staff and senior *santri* to harmonize the learning agenda and activities that involve the enrichment of learning materials.

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