

Enhancing Boarding School Management through Organizational Psychology Education

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Abstract:

This research aims to analyze organizational psychology's role in managing Islamic boarding schools. This qualitative research identifies organizational psychology's role in Islamic boarding school management by exploring several critical psychological aspects. The data sources used are primary data sources and secondary data sources. The data collection techniques are through interviews, observation, and documentation. Data analysis was done through data reduction, display, and conclusion. The results of the research are that the role of organizational psychology in the management of the Pesantren Al-Iman Muntilan, namely increasing student motivation and teacher performance, assisting in effective classroom management, increasing student involvement and participation, improving student and teacher welfare, helping leadership effectiveness, conflict management, and effective communication. By applying organizational psychology principles, Islamic boarding schools can improve the quality of the education they offer. This will positively impact students' achievements and the reputation of Islamic boarding schools as superior educational institutions.

Keywords: *Organizational Psychology, Motivation, Communication, Conflict Management*

Abstrak:

Penelitian ini bertujuan untuk menganalisis tentang peran psikologi organisasi dalam pengelolaan pondok pesantren. Penelitian ini merupakan penelitian kualitatif untuk mengidentifikasi peran psikologi organisasi dalam pengelolaan pesantren dengan mengeksplorasi beberapa aspek psikologis yang penting. Sumber data yang digunakan adalah sumber data primer dan sumber data sekunder. Adapun teknik pengumpulan datanya melalui wawancara, observasi dan dokumentasi. Analisis data dilakukan dengan melalui data reduction, data display, dan conclusion. Hasil penelitian adalah bahwa peran psikologi organisasi dalam pengelolaan pondok pesantren Islam Al Iman Muntilan yaitu; meningkatkan motivasi siswa dan kinerja guru, membantu dalam efektivitas pengelolaan kelas, meningkatkan keterlibatan dan partisipasi siswa, meningkatkan kesejahteraan siswa dan guru, membantu efektivitas kepemimpinan, pengelolaan konflik, dan komunikasi efektif. Dengan menerapkan prinsip-prinsip psikologi organisasi, pesantren dapat meningkatkan kualitas pendidikan yang mereka tawarkan. Hal ini akan berdampak positif pada prestasi santri dan reputasi pesantren sebagai lembaga pendidikan yang unggul.

Kata Kunci: *Psikologi Organisasi, Motivasi, Komunikasi, Pengelolaan Konflik*

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INTRODUCTION

Al Iman Muntilan Islamic Islamic Boarding School, Magelang, is an Islamic educational institution that has a central role in spreading and developing Islamic teachings in Indonesia. As time passes and society's demands become increasingly complex, Islamic boarding school management also faces various challenges requiring a more sophisticated and comprehensive management approach. In this context, organizational psychology emerges as a relevant and valuable field of knowledge in improving management and education quality in Islamic boarding schools.

Islamic education organized by the Al-Iman Muntilan Islamic Boarding School is essential to forming character, morality, and religious knowledge for santri (students). Effective and sustainable education management is critical to carry out this mission. Organizational psychology, a branch of science that studies individual and group behavior in an organizational context, can provide valuable insights and tools needed to understand, manage, and optimize human resources and educational processes at the Al-Iman Muntilan Islamic Boarding School.

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

The role of psychology in boarding school management includes a deep understanding of student needs and characteristics, developing practical teaching approaches, developing social and emotional skills, improving student and teacher well-being, encouraging active participation, and creating a positive learning environment (Miasih & Hasanah, 2021). Education managers must understand that each student has different learning styles, interests, talents, and challenges (Felder et al., 2005). By understanding these psychological aspects, educational organizations can develop appropriate approaches to meet student's individual needs and promote their academic achievement. Apart from that, developing practical teaching approaches also have a vital 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 student needs (Nichols et al., 2018).

Building a positive learning environment is crucial in achieving educational organizational effectiveness (Nurwidodo et al., 2020; Harjali, 2016). In this context, educational psychology becomes an important tool for understanding how essential social support, recognition, and positive communication are in creating an inclusive learning environment and helping students feel safe, connected, and motivated (Marbun, 2018). In their research, Yunita Nurhayati (2022) shows that the leadership of a Kyai undoubtedly influences organizational effectiveness as the leader and leading implementer of organizational behavior as well as the person in charge of an Islamic boarding school organization. In this context, the role of organizational psychology in boarding school management involves an in-depth understanding of student needs, the development of practical teaching approaches, the development of social and emotional skills, improving the well-being of students and teachers, encouraging active participation, and creating a positive learning environment, and administrative staff in an educational context. By understanding individual psychological needs, educational organizations can design appropriate strategies to facilitate optimal teaching and learning processes.

Even though a lot of research evidence shows the critical role of organizational psychology, there needs to be more research that elaborates on the critical role of organizational psychology in the management of the Al-Iman Muntilan Islamic Boarding School. This research is essential because Islamic boarding schools are one of the vital elements in managing quality educational institutions based on organizational psychology.

In this context, research on the role of organizational psychology in Islamic boarding school management becomes relevant. This research is directed at exploring how the principles and practices of organizational psychology can be applied concretely in managing the Al-Iman Muntilan Islamic Boarding School, Magelang. This research aims to provide a deeper understanding of how organizational psychology is used in managing the Al-Iman Muntilan Islamic Boarding School, Magelang.

By understanding and applying organizational psychology principles, Pondok Pesantren Al Iman Muntilan can strengthen its role as a superior Islamic educational institution, meet the demands of the times, and continue to contribute quality Islamic leaders and scholars to Indonesian society. This research will provide valuable guidance for other Islamic boarding schools seeking to improve their management and Islamic education in an increasingly dynamic context.

RESEARCH METHODS

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

This research uses primary and secondary data sources. According to Sugiyono (2015), primary data sources are data sources that directly provide data

to data collectors. The primary data sources used in this research are Islamic boarding school residents, including Islamic boarding school administrators, teachers/clerics, employees, and students/students.

Secondary sources do not directly provide data to data collectors, for example, through other people or documents (Sugiyono, 2015). Secondary data sources are used to support primary data through library studies, documentation, books, written archives such as syllabi and lesson plans, student data, activity schedules, etc. The primary data collection method is through interviews, and the secondary data collection method is through literature study, documentation, and the Internet. The data analysis procedures are done through data reduction, display, and conclusion drawing/verification.

RESULTS AND DISCUSSIONS

Pesantren is one of the oldest educational institutions in Indonesia. Islamic boarding schools play an essential role in providing education. During their development, many Islamic boarding schools have transformed from traditional to modern educational institutions, which is marked, among other things, by the transformation of institutional management and learning systems.

In this research, the author discusses the critical role of organizational psychology in Islamic boarding school management. Al Iman Islamic Boarding School is on Jalan Talun Km. 1 Patosan hamlet, Sedayu village, Muntilan subdistrict, Magelang Regency, Central Java province. This Islamic boarding school was pioneered in 1937 by Ustadz Yunus Muhammad Alwan and was officially established in November 1942 in Beteng hamlet, Muntilan Village, Muntilan District, Magelang Regency. Al Iman Islamic Boarding School provides elementary to high school education.

"PPI Al Iman Muntilan is one of the Islamic boarding schools that has contributed to the world of education in Magelang Regency and Indonesia. All potential and abilities are devoted to realizing this mission. PPI Al Iman Muntilan "stands above and for all groups." "This is further emphasized by the fact 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 have wider space for movement in the field of education and teaching" (Informant 1).

Al Iman Islamic Boarding School implements an integrated boarding school education system for 24 hours. The dormitory system enables students' learning process, discipline, and achievements to be carried out optimally. Learning practices at Al Iman, Islamic Boarding School, instill cognitive aspects, affective and psychomotor aspects.

"We at PPI implement an integrated boarding school education system for 24 hours so that students' learning process, discipline, and achievements can be carried out optimally. Islamic boarding schools instill not only cognitive aspects but also affective and psychomotor. "Islamic boarding school not only sharpens brain intelligence and hand skills, but also mental strength and spiritual intelligence" (Informant 1).

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Apart from that, as implemented at the Al Iman Islamic Boarding School, the dormitory system also educates students in terms of independence, leadership, brotherhood, and the ability to socialize with fellow students in an Islamic boarding school environment with diverse cultural and ethnic backgrounds.

"The dormitory system as implemented at the Al Iman Islamic Boarding School also educates students in terms of independence, leadership, brotherhood and the ability to socialize with fellow students in a boarding school environment with diverse cultural and ethnic backgrounds." Thus, Madrasah Aliyah students at Islamic boarding schools, apart from receiving religious and general lessons, are also equipped with leadership skills.

Regarding Islamic boarding school management activities, mainly so that students are motivated to learn, according to informants, the two concepts possessed by Islamic boarding schools are to instill and strengthen basic

knowledge about the Santri's religion, as in the following interview excerpt:

"The management pattern applied at the Al-Iman Muntilan Islamic Boarding School is to instill faith and devotion in the students' hearts through teaching. It is hoped that students will be motivated by understanding and practicing the learning material based on a strong faith. "With the depth of faith, humans will be able to strengthen their inner life; they can develop moral feelings and morals, build a stable spirituality" (Informant 2).

Apart from that, it is related to the role of organizational psychology in increasing students' motivation to take lessons at school, according to informant 3, namely by encouraging students to obey religious commands.

"We encourage students to adhere to religion as a basis for learning activities. However, learning is a religious guidance" (informant 3). Furthermore, another informant said that "in general, students who study at Islamic boarding schools are less enthusiastic at first, but in the end, after getting to know the Islamic boarding school environment, the student's motivation gets better" (Informant 4).

In the parenting practices implemented in Islamic boarding schools, there is direction, guidance, and consultation carried out formally and informally by caregivers and administrators. "The management system is implemented by providing guidance and direction from senior students to junior students. "In this case, the senior students are the administrators of the Al-Iman Muntilan Islamic Boarding School Santri Organization as a long arm assisting the leadership in carrying out the discipline and regulations of the Al-Iman Muntilan Islamic Boarding School students" (Informant 2). "In its journey, the Al-Iman Muntilan Islamic Boarding School curriculum has always followed and adapted itself to developments in the national curriculum, such as the implementation of K-13, which has been running for five academic years" (Informant 4).

The Islamic boarding school's efforts to encourage students to be active in teaching and learning activities while in the Islamic boarding school are the responsibility of the teacher and other community members, such as by involving senior students. "The management system is implemented by providing guidance and direction from senior students to junior students. "In this case, the senior students are the administrators of the Al-Iman Muntilan Islamic Boarding School Santri Organization as a long arm assisting the leadership in carrying out the discipline and regulations of the Al-Iman Muntilan Islamic Boarding School students" (Informant 2).

"The care of Madrasah Tsanawiyah students and Class IV Madrasah Aliyah students is under the responsibility of the OSPIA administrators as the right hand of the tutors (Kyai), with supervision from the ustadz. "The class V and VI students of Madrasah Aliyah are under the direct supervision of the Kyai" (Informant 2).

The research results show that the relationship between senior/Madrasah Aliyah students and Islamic boarding school leaders is more like that of parents and children. Caregivers provide direction, guidance, and consultation carried out formally and informally. "The leadership practices demonstrated by the leadership of the Al-Iman Muntilan Islamic Boarding School apply a family and exemplary

parenting style, with the implementation of a tiered parenting pattern, where in leadership there is a division of parenting duties and responsibilities and disciplinary supervision."

Based on the research results above, the role of organizational psychology in Islamic boarding school management can be seen in several ways, namely increasing student motivation and teacher performance, helping the effectiveness of classroom management, increasing student involvement and participation in learning activities, increasing leadership effectiveness, and effective communication.

Increasing Student Motivation and Teacher Performance

Student motivation plays a crucial role in creating an effective educational organization. In increasing student motivation, the management pattern implemented at Al Iman Islamic Boarding School is to instill faith and devotion in students' hearts through teaching. Understanding and practicing the learning material will motivate students based on solid faith. With the depth of faith, humans can strengthen their inner life, develop moral feelings, morals, and morals, and build a stable spirituality.

Students' motivation has a significant impact on their academic performance and level of success (Ryan & Deci, 2020). Studies have shown that learning involving both intrinsic and extrinsic motivation has better results than learning focusing only on extrinsic rewards (Reeve, 2012).

Teachers and school staff need to understand students' motivational needs and implement relevant strategies to create an effective educational organization. Some strategies that can be used are providing clear goals to students, providing constructive feedback, and facilitating students' sense of autonomy in the learning process. By paying attention to student motivation, teachers can create a learning environment that is more enjoyable meaningful, and motivates students to achieve better achievements.

Helps Effective Class Management

The relationship between senior/Madrasah Aliyah students and Islamic boarding school leaders is more like that of parents and children. Direction, guidance, and consultation are often carried out either formally in special forums between student organization administrators and the leadership or informally in the form of individual students facing the leadership. Sometimes, the informal form is even initiated by the leadership towards several students called or visited by the leadership to provide information, advice or guidance.

Effective classroom management is vital in creating a conducive learning environment (Tyagi, 2020; Mkhasibe, 2020; Taylor, 2021). Teachers must have skills in managing student behavior, creating a safe and supportive classroom climate, and providing clear structure and expectations (Clark et al., 2023; Wilkins et al., 2023). In this context, a psychological understanding of student behavior is essential to overcoming challenges that may arise in the classroom (Paolini, 2020;

Marsh et al., 2023). Other research shows that student-centered approaches, such as using positive reinforcement, providing constructive feedback, and giving students choices, can help create a positive classroom climate (Sasson et al., 2021; Anisa et al., 2023). It is also essential for teachers to understand and respond to students' social and emotional needs. Building good relationships with students, paying attention to their individual needs, and supporting the development of social and emotional skills can increase student engagement in learning (Wentzel, 2015).

Increasing Student Involvement and Participation in Learning Activities

Creating an environment that encourages student engagement and active participation is essential to effective educational organizations. Related to this, to increase the involvement and participation of students in activities, a management system is implemented by providing guidance and direction from senior students to junior students. In this case, the senior students are the administrators of the Al-Iman Islamic Boarding School Santri Organization as an extended arm assisting the leadership in carrying out the discipline and regulations of the students.

This management practice encourages students to actively engage in learning to have higher motivation, develop collaborative skills, and achieve better learning outcomes (Fredricks et al., 2004). Studies show that providing students with opportunities to actively participate in learning, encouraging collaboration between students, and providing space for students to share their ideas and views can increase student engagement (Anderman & Anderman, 2009).

Increasing Leadership Effectiveness

The research results show that the leadership practices demonstrated by the leadership of the Al-Iman Islamic Boarding School apply a family and exemplary parenting style, with the implementation of a tiered parenting pattern, where in leadership, there is a division of parenting tasks and responsibilities and disciplinary supervision. The division of tasks is differentiated based on educational level or class level. The care of students at Madrasah Tsanawiyah and class IV Madrasah Aliyah is under the responsibility of the OSPIA management as the right hand of the tutor (Kyai), with supervision from the ustadz. The class V and VI students of Madrasah Aliyah are under the direct supervision of the Kyai.

The role of educational psychology in the management of the Al-Iman Islamic Boarding School also increases the effectiveness of boarding school leadership. Inspirational leadership, good change management, clear communication, and support in the professional development of 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 the Al-Iman Islamic Boarding School can also be seen from the effective communication built

between Islamic boarding school stakeholders, such as caregivers and senior students and senior students and junior students. The research results show that the relationship between senior/Madrasah Aliyah students and Islamic boarding school leaders is more like that of parents and children. Caregivers provide direction, guidance, and consultation carried out formally and informally.

The relationship between caregivers and junior students/Madrasah Tsanawiyah with the leadership is more focused on formal relationships at certain events, where the caregiver is present and provides guidance and direction at a formal meeting. Meanwhile, to bridge the need for communication between caregivers and junior students, namely through senior students, in this case, the management of the Al-Iman Muntilan Islamic Boarding School Student Organization.

Effective communication is an essential aspect of creating an effective educational organization. Good communication between teachers, students, parents, and school staff can facilitate better understanding, productive collaboration, and positive relationships (Henderson et al., 2010). Communication psychology plays a vital role in understanding the factors influencing effective communication. 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; Hamdan, 2022). In addition, it is also essential to involve parents in communication and collaboration with educational organizations because good relationships between home and school can contribute to students' educational success (Epstein et al., 2018).

Research on this role significantly contributes to the management of Islamic education, especially in improving the quality of the Islamic education they offer. Through a deeper understanding of organizational psychology, Islamic boarding schools can design more effective curricula and teaching methods, as well as better monitor the achievement of educational outcomes.

In addition, this research can help identify leadership competencies in staff management and human resource development. This includes teacher selection, training and improving staff welfare, and the performance of Islamic boarding school residents, all of which positively impact the management of Islamic education. Through understanding organizational psychology, Islamic boarding schools can develop better strategies for managing conflicts that may arise in the context of Islamic education. This will help maintain harmony among the staff, students, and school community.

This research can help Islamic boarding schools integrate Islamic values into their educational management more effectively. This will ensure that Islamic education is beneficial in academic aspects and moral and ethical development. Thus, research on the role of organizational psychology in the management of the Al-Iman Muntilan Islamic Boarding School, Magelang, can significantly contribute to the management of Islamic education, helping Islamic boarding schools become more effective and relevant educational institutions.

CONCLUSION

From the research findings above, organizational psychology can help select, train, and develop Islamic boarding school staff and students. This can improve the quality of teachers, administrators, and support staff who work in Islamic boarding schools, thus positively impacting the quality of education and management of Islamic boarding schools. Organizational psychology can help develop leadership and management skills in Islamic boarding schools. This is important to ensure Islamic boarding school management runs well, organizational goals are achieved, and conflicts can be resolved.

Organizational psychology can be used to understand and strengthen Islamic boarding school organizational culture. This is important to ensure that Islamic values and principles are applied consistently in daily activities and organizational policies. In order to effectively manage the Al-Iman Muntilan Islamic Islamic Boarding School, Magelang, the use of organizational psychology concepts and principles can help create a better environment, improve the quality of education and services, and ensure alignment with the values and goals of the Islamic boarding school as a whole.

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