Low-Tech Design-Based Learning in the Female Student Leadership Organization at Ibnul Qoyyim Putri

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Article info	Abstract
	This study aims to identify and describe the leadership learning process of female students in the OSIQ organization at Ibnul Qoyyim Putri Islamic Boarding School and to examine its alignment with the stages of low-tech Design-Based Learning (DBL). This research employed a qualitative case study approach. Data were collected through in-depth interviews and observations involving core administrators, division administrators, and female student supervisors. Data were analyzed through data reduction, data display, and conclusion drawing, supported by source triangulation to ensure validity. The findings indicate that leadership learning occurs contextually through active involvement in organizational activities. Students identify problems, design solutions through deliberation, implement decisions directly, and conduct reflection for continuous improvement. These practices implicitly reflect the stages of low-tech DBL. Open communication, teamwork, collective decision-making, and mentoring from supervising teachers strengthen leadership development. This study contributes theoretically and practically by providing an empirical description of female student leadership learning patterns within an Islamic boarding school context. ***Keywords:*** *OSIQ Organization, Design-Based Learning, Islamic Boarding School.*

Abstrak

Penelitian ini bertujuan untuk mengidentifikasi dan mendeskripsikan proses pembelajaran kepemimpinan siswi di organisasi OSIQ di Pondok Pesantren Ibnul Qoyyim Putri dan untuk menguji keselarasan proses tersebut dengan tahapan Pembelajaran Berbasis Desain (DBL) berteknologi rendah. Penelitian ini menggunakan pendekatan studi kasus kualitatif. Data dikumpulkan melalui wawancara mendalam dan observasi yang melibatkan administrator inti, administrator divisi, dan pengawas siswi. Data dianalisis melalui reduksi data, penyajian data, dan penarikan kesimpulan, yang didukung oleh triangulasi sumber untuk memastikan validitas. Temuan menunjukkan bahwa pembelajaran kepemimpinan terjadi secara kontekstual melalui keterlibatan aktif dalam kegiatan organisasi. Siswi mengidentifikasi masalah, merancang solusi melalui musyawarah, menerapkan keputusan secara langsung, dan melakukan refleksi untuk perbaikan berkelanjutan. Praktik-praktik ini secara implisit mencerminkan tahapan DBL berteknologi rendah. Komunikasi terbuka, kerja tim, pengambilan keputusan kolektif, dan bimbingan dari guru pembimbing memperkuat pengembangan kepemimpinan. Penelitian ini memberikan kontribusi secara teoritis dan praktis dengan memberikan deskripsi empiris tentang pola pembelajaran kepemimpinan siswi dalam konteks pondok pesantren.

Kata Kunci: *Organisasi OSIQ, Pembelajaran Berbasis Desain, Sekolah berasrama Islam*

INTRODUCTION

Organizations in Islamic boarding schools are often considered as leadership training spaces, but the reality on the ground shows that activities within them are still dominated by routine work patterns that are carried out from year to year (Roziqin, 2025). Many programs are run without an in-depth design process, so female students are more focused on carrying out tasks rather than understanding the learning process that should occur (Nasarudin, 2021). This situation shows that the potential of the female students' organization as a space for learning experience-based leadership has not been optimally utilized (Rahmawati et al., 2022).

Previous research has shown that the performance of student organizations in Islamic boarding schools significantly contributes to leadership development and student participation. A study at the Nurul Iman Al-Hasanah Islamic Boarding School in Bogor reported that 84% of students stated they were encouraged to actively participate in boarding school activities, while 75.6% felt responsible for organizational tasks and 71.1% carried out activities on time. Furthermore, more than 60% of students assessed that the management was capable of supervising, providing direction, and building effective communication and collaboration. These findings indicate that student organizations have the potential to become contextual and experiential learning spaces for leadership (Ummul et al., 2024).

Based on field surveys, students at the Ibnul Qoyyim Putri Islamic Boarding School are facilitated by an organization called OSIQ (Ibnul Qoyyim Student Organization), which is entrusted to senior students in grades 5 and 6 as administrators. As administrators, they are equipped and prepared to serve as role models for their juniors. They learn leadership theory and management, as well as practical implementation, before being appointed as administrators, which involves a maximum of one month of training. This activity is called Basic Leadership Training (LDK), which aims to equip prospective administrators with the basics of leadership, such as the ability to influence, direct, and manage groups.

However, based on initial observations, several students admitted that the material and divisions in LDK activities did not always align with the divisions they served as OSIQ administrators. As the skills they received throughout the instruction were not entirely applicable to the requirements of their individual divisions, some students felt unprepared when they started performing organizational tasks. Further research is necessary to determine how well LDK develops ideal leadership competencies because this condition shows a disconnect between the provisioning process and the reality of administrative job.

This situation suggests that the female students' direct experience running an organization shapes their leadership skills more than formal training does. Therefore, from every obstacle encountered in their leadership journey, they are not only used to lead but also to learn (Aulia, 2023). This is why it's important to understand how the learning process actually occurs within an organization. This is where the concept of Design-Based Learning (DBL) becomes relevant. The Design-Based Learning (DBL),

especially in its low-tech form, emphasizes the stages of problem identification, solution design, plan creation and implementation, outcome testing, and reflection for continuous improvement. If these stages are evident in OSIQ practices, then the organization can be understood as a space for learning design-based leadership, not simply a place to run routine programs (Ha et al., 2024).

Leadership training like LDK is primarily designed to provide female students with initial preparation before they enter the world of leadership. However, initial observations indicate that LDK training doesn't always align with the divisions they will be working for, resulting in many leadership skills being developed when the students are already directly involved in organizational activities. Leadership training like LDK is primarily designed to provide female students with initial preparation before they enter the world of leadership.

However, initial observations indicate that LDK training doesn't always align with the division. To date, no research has been found explaining how the learning process occurs within OSIQ, nor has any study assessed whether the activities of this female student organization reflect the stages of Design-Based Learning (DBL) in a low-tech format. This mismatch between the goals of development and the actual conditions on the ground represents a crucial research gap that requires further investigation.

Based on the existing gaps, this study aims to identify and describe how the leadership learning process of female students takes place in the OSIQ organization at the Ibnul Qoyyim Putri Islamic Boarding School. This study also intends to explore whether the organization's activities contain stages of Design Based Learning (DBL) in a low-tech form based on related processes as a manifestation of hope, this study can provide a more comprehensive picture of the leadership learning patterns that occur in reality.

METHODS
Research Design

This study employed a qualitative approach using a case study design to explore leadership learning practices within the OSIQ (Ibnul Qoyyim Student Organization) at Ibnul Qoyyim Putri Islamic Boarding School. A qualitative case study was selected because it allows an in-depth investigation of social processes within their natural setting. The focus of the study was not to test an intervention, but to examine whether elements of low-tech Design-Based Learning (DBL) emerged organically in the leadership practices of female students. Through this design, the research sought to understand how leadership learning unfolds in real organizational activities and how these practices align with DBL stages.

Research Setting

The research was conducted at Ibnul Qoyyim Putri Islamic Boarding School between August and October 2025. The research process involved preliminary

observation, data collection, and verification of findings. During the initial stage, the researchers secured institutional permission, prepared research instruments, and familiarized themselves with the organizational structure and context. This early engagement helped refine the research focus and identify key participants. The subsequent stage involved systematic data collection through interviews and observations, followed by a verification phase in which the collected data were reviewed and analyzed to determine whether DBL principles were reflected in the leadership process.

Participants and Sampling

Participants were selected using purposive sampling based on their direct involvement in the leadership organization. The selection criteria included active participation in planning, implementing, supervising, and evaluating organizational programs. The informants consisted of UZ as the female student caregiver (Pengasuh Santriwati), UF and ZA as supervising female teachers (Ustadzah Pengabdian), RO as division coordinator, and NS as head of the organization. These individuals were chosen because of their strategic roles and extensive experience in organizational activities. Their perspectives provided comprehensive insights into leadership dynamics from both supervisory and student leadership levels, ensuring that the data collected were relevant to examining the emergence of DBL principles.

Data Collection

Data were collected through in-depth semi-structured interviews and directed observations. The interviews were designed to explore participants' experiences related to problem identification, solution design, implementation of programs, reflection processes, and evaluation practices. The interview guide was structured around leadership processes while remaining open to emerging themes. Observations were conducted during organizational meetings, program implementation, and evaluation sessions. Field notes were recorded to capture communication patterns, collaborative interactions, and decision-making processes occurring within the organization. The combination of interviews and observations enabled the researchers to obtain both reflective accounts and contextual behavioral data.

Data Analysis

Data analysis was conducted through an iterative qualitative process. Interview recordings were transcribed, and observation notes were organized systematically. The researchers performed data reduction by identifying relevant excerpts related to leadership practices and organizational dynamics. Coding was conducted by combining inductive thematic identification with deductive categorization based on DBL stages, namely problem identification, solution design, implementation, reflection, and improvement. The categorized data were then displayed in thematic matrices to facilitate pattern recognition and interpretation. The final stage involved drawing

conclusions and verifying whether consistent patterns across participants indicated the presence of low-tech DBL characteristics in the leadership process.

Trustworthiness

To ensure credibility, the study applied source triangulation by comparing perspectives from organizational leaders, division coordinators, and supervising teachers. Data from interviews were cross-checked with observational findings to enhance consistency and minimize subjective bias. Prolonged engagement in the field during the three-month research period also contributed to contextual understanding and strengthened interpretive accuracy. Through these strategies, the study sought to maintain methodological rigor and analytical reliability.

Tabel 1. Table title should be placed at the top

NO	THEME	RESPONDENTS
1.	Identifying problems in activities	UZ, UF, ZA, RO, NS
2.	Designing solutions or steps for activities	UZ, UF, ZA, RO, NS
3.	Testing solutions for activities	UZ, UF, ZA
4.	Reflecting on the process and results of	UF, ZA, RO, NS
5.	Making improvements after reflecting on	UF, ZA, RO, NS
6.	Communication skills in PS activities	UZ, UF, ZA, RO, NS
7.	Teamwork and Collaboration	UZ, UF, ZA, RO, NS
8.	Decision-Making Skills	UZ, UF, ZA, RO, NS
9.	Basic Leadership Roles	UZ, UF, ZA, RO, NS
10.	Activity Management	UZ, UF, ZA, RO, NS

RESULTS AND DISCUSSIN
Identifying problems in activities

The research results indicate that several issues requiring attention were identified in the implementation of female students' organizational activities. Informants RO and NS stated that the challenges generally related to coordination, task allocation, and communication during the activities.

The most common problem is miscommunication, as anticipating miscommunication is quite difficult. Sometimes partners, fellow organizational colleagues, and sometimes those who don't respect each other's work programs are

selfish," informant KO added, "I also think the hardest thing is communication, as we shouldn't look at the information personally, who it's conveyed by, or what the person's background is. We have to be united and responsible. (Interview with NS, October 21, 2025).

RO then added,

I think it's the same as KO said, because communication is important, so the more important it is, the easier it is for us to get used to it and the easier it is to avoid mistakes. (Interview with KD, October 21, 2025).

Researchers also obtained information from informants RO and NS, who stated that differences in perspective and background among members often impacted communication effectiveness. This situation resulted in information not always being conveyed completely, potentially leading to misunderstandings and hindering work program implementation (Mu'alimin, 2024). This finding was reinforced by informant UF's statement, which stated:

The most common is miscommunication between or among departments. I happen to be in charge of two sections of the female student organization, tasked with assisting and supervising the administrators: the supply and cleaning departments. Recently, I discovered that one of the administrators was missing a person on duty, someone who should be maintaining the brotherhood and trustworthiness of the students. I discovered this while I was on a round of monitoring the administrators who were guarding the female students on duty. (Interview with UF, October 5, 2025).

Although these communication issues haven't hampered the organization's overall activities, they shouldn't be taken lightly. Unaddressed miscommunication has the potential to trigger internal conflict and undermine trust among members. Therefore, as Hawa (2020), points out Ineffective communication can have a negative impact on organizational harmony and performance, so he stated that it is necessary to use horizontal communication, namely communication that occurs between fellow administrators or in the same position, prioritizing informal communication to create open, flexible and individual communication for effective communication. Moving on from miscommunication, another issue emerged from the PS informant, who stated:

Actually, the main problem is communication, as miscommunication often occurs. Furthermore, it turns out that we lack human resources in all our activities. The human resources in question are those responsible for controlling. Communication is weak, and controlling is also lacking, as in the organization they learn to manage and condition all members, from grades 1 to 6. The management feels they have regulations in place, but their control is lacking. (Interview with UZ, October 27, 2025).

Then added with a statement from Informant ZA:

Usually, the most common problems are miscommunication between students and their supervisors. Or, they lack communication with their female supervisors. For these issues, some members of the department can find solutions themselves. However,

sometimes they are late in addressing the issues. Usually, they tell us (the department supervisors) about it. (Interview with ZA, October 5, 2025)

From the statements of informants UZ and ZA, this condition indicates that the main problem is not only in the formulation of policies or regulations, but also in their implementation and supervision in the field. The lack of control causes members to partially neglect their assigned responsibilities, potentially causing disorder, misunderstandings, and declining organizational discipline. Thus, communication problems exacerbated by weak supervision become a factor inhibiting the effectiveness of the organization's performance as a whole.

According to Razak (2025), Effective organizational communication also plays a key role in creating an inclusive work culture. By encouraging open dialogue, members can share ideas and feedback without fear. This not only fosters innovation but also enables the organization to handle conflict constructively, fostering harmony in working toward shared goals. Therefore, strengthened coordination, more structured communication, and increased human resource capacity in oversight are needed to ensure all work programs and organizational regulations are implemented in accordance with established goals.

Designing solutions or steps for activities

Based on research findings that indicate miscommunication and weak control functions within the organization, systematic and applicable solutions are needed to improve the effectiveness of organizational performance. These solutions should focus not only on improving communication but also on strengthening oversight and human resource management to ensure optimal program implementation. This was conveyed by informant UZ, who explained:

> *They're very capable of designing things as far as they're concerned. They're at an age where they can analyze and analyze problem-solving in every aspect that needs to be narrowed down. However, implementation may be hampered by facilities, a lack of a strong superteam, and sometimes they still feel like a superwoman, believing, 'I can do it all.'" However, what's needed is more than just "me," but a strong team. This is what makes them emotional, and when things don't go their way, they choose to run their work programs alone without the assistance of anyone other than their colleagues in the management team. (Interview with UZ, October 27, 2025).*

This situation indicates that solution design has not been accompanied by strengthening teamwork and clear role allocation. Consequently, when differences of opinion or inconsistencies arise in the implementation of work programs, administrators tend to carry out activities independently without involving other departments, except colleagues within the same division.

In line with this, Nahdliyah (2023) It has been stated that the management of human resource tasks, functions, and responsibilities within an organization, including Islamic boarding schools, significantly influences the effectiveness of program

implementation and member development. Therefore, designing solutions within an organization requires not only problem-analyzing skills but also coordination, communication, and strengthening teamwork so that the formulated solutions can be implemented effectively. According to informant NS, it states that:

> *If an issue arises during the activity, it's best to let it run its course. If there is something that needs to be fixed, then fix it as long as it can be fixed. However, after the activity has taken place, there must be an evaluation from each party, both the parties involved and others. (Interview with NS, October 21, 2025).*

Then the informant RO continued by saying:

> *We need to do a lot of introspection first so we can evaluate ourselves beyond ourselves. We're afraid that the things we offer to others or solutions we offer might be things that the relevant parties have already done, are doing, or are even attempting. My way of carrying out activities well is to coordinate directly with my fellow administrators and my department/division first, of course, to build a strong and communicative administrative framework. (Interview with RO, October 21, 2025).*

The comments made by informants NS and RO show that they know how important evaluation and coordination are for solving problems in an organization. Informant NS conveys that postponing discussion of problems until the activity is complete reflects an effort to maintain the stability of program implementation and avoid disruptions from internal conflicts mid-activity. However, we must counterbalance this attitude with a structured post-activity evaluation to avoid repeating any errors or deficiencies in subsequent activities.

This point is reinforced by ZA's statement:

> *In my opinion, organizational activities have an important influence on the character of each student. My experience has shown me that some students can approach problems with a more mature mindset. This trait is evident, for example, in the students I mentor in my division, particularly the Language Division, who consistently provide open communication by confirming every issue and the agenda of upcoming activities. (Interview with ZA, October 5, 2025)*

This statement indicates that the involvement of female students in organizational activities contributes to character development, particularly in problem-solving and mature behavior. The open communication implemented within the division, particularly through confirmation of agendas and issues, is a supporting factor in creating healthy working relationships among organizational members (Anggorowati et al., 2021). This finding also corroborates the opinion of a UF informant, who stated:

> *Female students at Islamic boarding schools have various roles and responsibilities, such as in muhadharah activities, which have a leader; scouts, which are also led by a leader, although not all female students are members of the special forces; and room leaders, who carry out specific responsibilities. Furthermore, extracurricular activities help develop a sense of responsibility*

among female students. The various challenges faced within the boarding school environment serve as learning tools that encourage female students to develop into more mature and responsible individuals. (Interview with UF, October 5, 2025)

In line with this, Nugraheni (2021) states that character formation is not solely based on knowledge of positive values but also requires the involvement of affective aspects in the form of moral loving or moral feeling. This aspect includes moral awareness (conscience), self-confidence (self-esteem), sensitivity to others (empathy), love of goodness (loving the good), self-control, and humility. These aspects are an important foundation for developing mature attitudes, communication skills, and responsible problem-solving within an organization.

Thus, it can be understood that the involvement of female students in Islamic boarding schools does not only function as an activity that only displays the structure but also as a means of developing comprehensive character. The implementation of character education can be built on three pillars: first, the school's vision, mission, and goals as the strongest foundation; second, commitment, motivation, and togetherness as the next foundation; and third, the existence of three pillars that are upheld together: building character, personality, or morals; developing multiple intelligences; and the meaningfulness of learning.

Testing Activity Solutions

According to informants UZ and ZA, the testing of activity solutions was not conducted through a formal trial phase. This was because each problem that arose was immediately sought out for the best (win-win) solution through deliberation, which was then immediately implemented in the form of concrete actions. Informant UZ stated that:

At the Islamic boarding school, we do not implement specific trial solutions when carrying out activities. We immediately discuss every problem that arises to find a mutually beneficial solution, and then promptly follow up on it. Existing activities are essentially improvements based on evaluations of previous years' activities. Given that the administrators' term of office is only one year, they haven't yet fully experienced the full organizational cycle. However, this system is still implemented with the aim of providing the students with initial experience to equip them for learning and preparation for the future. (Interview with UZ, October 27, 2025)

ZA also stated that:

There are no activities specifically designed for piloting; all activities are conducted through action, supported by a work program timeline that must always be carefully planned. (Interview with ZA, October 5, 2025)

The activities at the Islamic boarding school are not entirely new programs but rather the result of improvements based on evaluations of activities from previous years. Therefore, the solutions implemented are already based on experience from previous

implementations, eliminating the need for retesting. The one-year term of office for the boarding school means that the board members have not yet fully experienced the full organizational cycle, from planning to long-term evaluation. However, this is not considered a weakness but rather a learning strategy. Through this system, the Islamic boarding school aims to provide initial experience (warming up) for female students in organizing, training their problem-solving and decision-making skills, and preparing them for future leadership roles.

Not much different from informants ZA and ZA, UF gave an explanation that, according to him:

> *Islamic boarding schools use the LDK (Basic Leadership Training) activity as a strategy to test the leadership abilities of female students. This activity provides female students with firsthand experience in leadership, collaboration, and decision-making, enabling the identification and evaluation of their leadership potential. (Interview with UF, October 5, 2025)*

According to Susanti (2025), The participatory leadership approach positions students as subjects who are actively involved in managing activities at Islamic boarding schools. The involvement of students in the decision-making process contributes to the growth of a sense of ownership of the organization while increasing their responsibility in carrying out and maintaining the sustainability of Islamic boarding school activities (Lutfi et al., 2024). In the context of testing activity solutions, LDK serves as a means of implementation and evaluation of solutions that have been designed by Islamic boarding schools. Through the implementation of LDK, Islamic boarding schools can assess the extent to which the leadership development strategies implemented are able to shape the attitudes of responsibility, discipline, and problem-solving abilities of female students. Thus, LDK functions not only as a training program but also as an instrument to test the effectiveness of activity solutions in developing female students' leadership.

In Islamic boarding school education, habituation often begins with the application of binding discipline. While initially perceived as coercion, this discipline aims to foster positive habits in students. Over time, behavior initially undertaken out of compulsion will develop into awareness and ingrained habits. Therefore, students need to be continually guided and given an understanding that the discipline implemented is part of character building and strengthening religious values (Alamin, 2020).

Reflect on the process and results

Reflection on the process and results of organizational activities is conducted as an effort to review the implementation of activities and the results achieved. In this reflection process, evaluation is one of the steps used to identify strengths, weaknesses, and obstacles that arise during the activity (Tarnando et al., 2025). Based on the results of an interview with informant NS, the evaluation was conducted by adjusting the type and scale of the activities carried out. The informant stated that:

For large-scale project evaluations, they are typically conducted immediately after the activity is completed. However, for routine or daily activities, evaluations are not always conducted on the same day. Evaluations are conducted when any irregularities or potential errors are identified, allowing for immediate corrections while the activity is still ongoing. If an evaluation is not possible in person, it is discussed at a monthly meeting. (Interview with NS, October 21, 2025).

Continued with KD's opinion which stated that:

Major activities or events involving multiple factors require immediate reflection and evaluation. This evaluation must be conducted thoroughly, as failure to do so could pose risks and impact future management. (Interview with RO, October 21, 2025).

This statement is the same as the UF informant who said:

For larger events, such as drama contests and MBMG, students are indeed involved. For example, if the Rivan Division wants to hold an exercise, they determine the technical details themselves, such as choosing the music and sound to be used. For reflection or evaluation of the activity, all committee members are usually gathered. So, the evaluation is conducted jointly with all committee members involved in the activity (Interview with UF, October 5, 2025).

The same is true of the opinion of Informant ZA, who stated that:

A major activity is typically only held once per term, so the results of the reflection and evaluation are presented to the next term. The hope is that the experiences from this activity can provide learning material and improvements for similar activities in the following term. (Interview with ZA, October 5, 2025).

Based on interviews with informants, it can be concluded that reflection on the processes and outcomes of organizational activities is conducted situationally, taking into account the type and scale of the activity. Major activities are reflected on and evaluated immediately after implementation because they involve many factors and have long-term impacts, while routine activities are reflected on flexibly according to field conditions.

According to Amalia (2025) Perceptions of organizational support play a crucial role in enhancing individual readiness for change. When leaders perceive equitable support, whether through clear work systems, open communication, or recognition of their roles, a sense of psychological security develops. This sense of security forms the basis for an open attitude toward renewal and innovation. In Islamic boarding schools, organizational support can be demonstrated in the form of trust from the foundation, the provision of self-development resources, and the involvement of administrators in strategic decision-making processes.

Make improvements after reflection

Reflections on the process and results of activities serve as the basis for formulating more appropriate and targeted improvement measures. According to NS and RO, the following statements were made:

After a reflection or evaluation, we usually discuss the results of the activity together to identify areas for improvement. If there are any technical or coordination deficiencies, we immediately address them in the next activity. To avoid making the same mistakes again, we document the reflection results from large-scale activities and share them with the incoming management. (Interview with NS, October 21, 2025).

Continued with RO's opinion:

Improvements typically focus on aspects of order and security. We immediately implement improvements the following day if we encounter any issues during an activity, such as student organization or a lack of orderly flow. We also forward the evaluation's results to the core management and the supervising female teachers for future resolution. (Interview with RO, October 21, 2025).

Based on the statements of informants NS and RO, it can be understood that the reflection process does not stop at the activity assessment stage but continues with applicable corrective actions. The results of the reflection are discussed together to identify aspects that need improvement, both related to technical implementation and coordination between the parties involved. These improvements can be directly applied to subsequent activities to prevent the same mistakes from recurring. The principle of deliberation, derived from Islamic teachings, ensures that every decision made in educational institutions is the result of consensus and takes into account the interests of all parties (Noviyanti et al., 2025). Then, the opinion statements from informants UF and ZA indicate that there is continuity regarding the duties of the supervising female teacher who ensures all activities run smoothly. According to Informant UF, they stated that:

After reflecting on the activity, the management develops improvements based on the issues that arise. If the activity is still ongoing, improvements are implemented immediately. Once the activity has concluded, the reflection results are used as evaluation material for the next activity to further refine the process. (Interview with UF, October 5, 2025).

Continued with ZA's Statement:

Improvements after reflection are made by providing guidance and support to the management. The results of the reflection are discussed together so that the management understands the mistakes that occurred and knows how to correct them. The goal is not to assign blame but to instill a sense of responsibility in the management and prepare them to handle future activities. (Interview with ZA, October 5, 2025)

According to Husni's explanation (2025) In Islamic boarding school education studies, the ustadz/ustadzah (teacher) and administrators play an active and dynamic

role in the daily lives of students. This role is manifested not only through providing advice or lectures, but also through direct involvement in mentoring, supervising, and guiding students. This mentoring encompasses various aspects of life, such as discipline, cleanliness, etiquette, and social interaction. The close relationship between the ustadz, administrators, and students allows for a more intensive character-building process, with a personal and solution-oriented approach to the various problems students face.

Communication skills in activities

Communication skills are a crucial competency for supporting the successful implementation of organizational activities. According to Anandita (2025), There are five indicators in international communication: openness, empathy, support, positivity, and equality. As stated by informant NS, he said:

> *Usually, when a meeting is about to be held, I gather the coordinating board members first, then have a heart-to-heart conversation. After that, we share a common goal and then convey it to all the board members in one forum. During this communication process, we also try to listen to each other's opinions. (Interview with NS, October 21, 2025).*

Then continued by the informant RO who said that:

> *I prefer to think things through on my own, then consult NS and find a free date for the activity. I mediate when my friends disagree, sometimes adjusting to the underlying issue. Sometimes, if there is a complaint from another party, we ask questions sincerely and do not trust either side completely. (Interview with RO, October 21, 2025).*

The heart-to-heart communication approach conveyed by informant NS demonstrates openness and empathy in conveying and receiving opinions. Furthermore, RO's role as a mediator reflects a supportive and equal attitude, where each opinion is not immediately rejected but considered according to the problem at hand. Informant UF provided a supporting opinion:

> *We usually sit together in one place. There are internal and external meetings to discuss activities. There aren't really any communication barriers, but some administrators tend to be people-pleasers, which can make them reluctant to express their opinions. (Interview with UF, October 5, 2025).*

Continued with ZA's statement which said that:

> *During the implementation of activities, we typically act as mediators and advisors. When program saturation arises, we communicate the situation through discussions to find a mutually acceptable solution. (Interview with ZA, October 5, 2025)*

The attitude of not immediately trusting only one party also demonstrates objective and positive communication, thereby minimizing the potential for conflict. Thus, the communication skills applied in organizational activities serve not only as a means of conveying information but also as a tool for building cooperation, maintaining

harmony among administrators, and supporting the smooth implementation of activities. This communication pattern is an important part of developing an open, empathetic, and responsible leadership attitude among students. This statement was emphasized by informant UZ, who stated:

> *I don't provide much communication education, as the administrators are already quite creative and communicative on their own. About 70% of the time, they're already doing it automatically. However, some still occasionally lack communication or ask permission from their supervising female teacher, due to a preoccupation with their actions and the assumption that what they're doing is good and will definitely be approved. (Interview with UZ, October 27, 2025)*

In line with the practices studied by Sibaweh (2022), Comprehensive interpersonal communication between ustadz/ustadzah and students in an effort to foster morality. One important aspect of interpersonal communication is openness, which is reflected in an attitude of mutual acceptance of input and a willingness to share relevant information. In practice, openness is evident in the role of the instructor who not only provides direction but also serves as a role model for the students. Furthermore, students are encouraged to be open in expressing any obstacles or motivations they encounter during their education at the Islamic boarding school.

Team cooperation and collaboration

In line with the aspect of good communication, collaboration and cooperation are inseparable, which can strengthen a healthy organization and spread many benefits to its surroundings. According to informant UZ:

> *Often, decision-making requires communication with the supervising female teacher. However, there have been cases where female student administrators, when attempting to implement their work programs, first consult the supervising female teacher. In this case, the supervising female teacher is required to be aware of all the work programs they are implementing and executing. (Interview with UZ, October 27, 2025)*

Then ZA also expressed the same opinion, namely:

> *Changes to the speech program implementation were implemented through collaboration between the management. The management is currently discussing ways to adjust the program to make it more effective and continue to involve all group members. (Interview with ZA, October 5, 2025)*

Continued by UF's opinion which states that:

> *Collaboration among organizational members is progressing quite well, marked by open communication, deliberation in decision-making, and a willingness to help each other when facing obstacles. (Interview with UF, October 5, 2025)*

Teamwork contributes to cultivating a sense of accountability, solidarity, and ownership of the organization. Through effective collaboration, each member learns to appreciate the roles of others and understands that the success of an activity is the result of collective effort, not solely individual achievement. NS explained that:

> *In running the organization, I build collaboration by involving all members in every decision-making process. Communication is conducted openly and sincerely so that each member feels comfortable expressing their opinions. We also listen to each other, as every input is considered important in supporting smooth activities and teamwork. (Interview with NS, October 21, 2025)*

Slightly different from RO's opinion which states that:

> *In carrying out organizational activities, I always strive to foster collaboration by consulting the committee and adjusting activity schedules to avoid conflicts with other agendas. When disagreements arise among members, I strive to act as a mediator by opening up communication and listening openly to all parties' explanations. (Interview with RO, October 21, 2025)*

This collaboration is an important foundation in creating a healthy, focused organization that is able to provide benefits to its surrounding environment (Putri et al., 2023). Interview results indicate that decision-making in the organization is carried out through a communication process involving various parties, both among management members and with the supervising female teacher as a companion.

Decision-Making Ability

Based on data obtained from informant NS, he stated that:

In the decision-making process, emerging issues are discussed collectively through a deliberation forum. By bringing together all members and considering the various opinions expressed, decisions are made by mutual agreement, thus being acceptable to all parties and implemented responsibly. (Interview with NS, October 21, 2025)

This is also slightly different from what the RO informant stated:

> *I usually think and consider carefully before making a decision. After that, I consult with NS and adjust my schedule to avoid conflicts with other activities. In situations where there are differences of opinion among my colleagues, I try to act as a mediator by adapting my approach to the problem at hand. When there is a complaint from one party, I don't immediately believe only one point of view, but instead listen carefully and openly and ask for explanations from all parties. (Interview with RO, October 21, 2025)*

Decision-making ability is demonstrated through A reflective and cautious attitude in determining the steps to take demonstrates decision-making ability. Before making a decision, the informant first considers various aspects related to the problem at hand and consults with relevant parties. When faced with differences of opinion or complaints from other members, the informant does not immediately side with a particular perspective but rather listens openly to explanations from all parties. Good communication between leaders and subordinates is critical to sustaining harmony and coordination within the team (Pratama et al., 2024).

There is also an opinion expressed by informant UZ regarding this matter; he stated that:

In the decision-making process, communication with the supervising female teacher is crucial. Before implementation, communicate every work program to the supervising female teacher. This ensures that the supervising female teacher knows, understands, and can provide guidance on all work programs currently being implemented by the female student administrators. (Interview with UZ, October 27, 2025)

This statement illustrates that the female students' organization does not make decisions individually, but rather through communication and coordination with the female supervising teacher. The female supervising teacher's involvement in each work program provides oversight and support to ensure that decisions remain aligned with the organization's rules, values, and goals.

As according to Azizah (2024) Setting a good example or model of good behavior is crucial for all administrators, as each individual has their role and responsibilities. This process cannot be done instantly; it requires habituation, starting with small steps. Discipline can only be achieved if there is a figure who first exemplifies it. Therefore, role modeling is one of the main keys to success in the character development and education process.

Based on what was explained by the UF informant, he stated that:

I usually first listen to any opinions or concerns raised. After that, I try to offer constructive suggestions through good and open communication. Next, I discuss the issue together through a process of deliberation or consultation, allowing each party to express their views. This way, the decisions or solutions reached are mutually agreed upon and acceptable to all parties. (Interview with UF, October 5, 2025)

Informant ZA continued by stating that:

Based on the discussion and consideration of the program's effectiveness, it was decided that the speech activity would be held once a week, with the speaking groups selected randomly to ensure students were better prepared and committed to preparing their speeches. (Interview with ZA, October 5, 2025)

Based on the informant's statement above, the requirement to communicate the work program before it is implemented reflects the administrators' responsible and cautious attitude in making decisions. Furthermore, communication with the supervising female teacher provides a space for input, direction, and evaluation that can improve the quality of decisions made. Thus, the decision-making process involving the supervising female teacher not only strengthens structural coordination within the organization but also plays a role in fostering discipline, compliance with regulations, and the administrators' ability to make decisions wisely and responsibly.

Basic leadership roles

According to Ahmad (2022), The diversity of Islamic boarding schools and their expanding roles in education, religion, and social affairs require leadership capable of effectively managing these various functions. This concept underpins the importance of

understanding and accurately measuring the fundamental role of leadership, both theoretically and operationally. The following points are based on the opinions of UF informants:

> *Female students at Islamic boarding schools hold diverse roles and responsibilities in various activities, such as muhadharah (religious study), scouting, and room management. Each role carries a mandate that requires responsible execution. Female students' involvement in extracurricular activities also serves as a learning tool to encourage a sense of personal responsibility. The various challenges that arise in Islamic boarding school life are considered learning tools that help female students develop into more mature and responsible individuals. (Interview with UF, October 5, 2025)*

Continued with the opinion of informant ZA:

> *The involvement of female students in organizational activities significantly influences the development of their creativity and thinking skills. Female students are able to generate ideas independently without relying on the internet, thus improving their thinking and idea processing skills. (Interview with UZ, October 27, 2025)*

The fundamental role of leadership serves as a foundation for directing, coordinating, and mobilizing all components of the Islamic boarding school to optimally fulfill their roles. Through clear and structured leadership, the Islamic boarding school can ensure that all activities and programs align with its educational goals, religious values, and social responsibilities. According to the opinion of informant NS, who is the dominant administrator in the organization, he said that

> *Female students are entrusted with various mandates and responsibilities within the Islamic boarding school's organizational structure. This involvement not only trains leadership skills but also fosters maturity, independence, and a sense of responsibility in carrying out their duties. Through this process, female students learn to face emerging problems and manage them responsibly as part of organizational learning. (Interview with NS, October 21, 2025)*

And continued with the statement of the informant RO:

> *The role of female students in organizational activities fosters self-awareness and internalized discipline. Habituating responsibility enables female students to take initiative, think creatively, and carry out tasks without constant direction. This awareness then forms a disciplined attitude that becomes automatic in daily life at the Islamic boarding school. (Interview with RO, October 21, 2025)*

The opinions of informants NS and RO were added to the opinions of informant UZ, who stated that:

> *Self-awareness has a different meaning than formal discipline. Discipline tends to apply to specific situations, while self-awareness encourages individuals to behave in a disciplined manner automatically without coercion. This awareness is the foundation for developing sustainable, disciplined behavior. (Interview with UZ, October 27, 2025)*

The fundamental role of leadership is a crucial foundation for directing, coordinating, and influencing organizational members to achieve common goals (Latifah, 2024). The Islamic boarding school system, perceived as quite successful in developing personality and character, is intriguing to study more closely, allowing for a better understanding of the values of Islamic boarding schools and how they operate in the daily lives of students (Munayah & Ratnaningsih, 2024). A leader not only functions as a decision-maker but also as a director, motivator, and role model for his or her members. Through this role, a leader is able to create a conducive work environment, build trust, and encourage a sense of duty among members. Leadership is a key functional element in management. The goal of management is to manage, motivate, organize, and make decisions regarding resources to maximize their potential (Banten & Info, 2022). In addition, leaders also play a role in solving problems, acting as mediators when differences of opinion arise, and ensuring that every activity runs in accordance with established values and goals.

Activity Management

Activity management is the process of planning, organizing, implementing and supervising an activity so that the goals that have been set can be achieved effectively and efficiently (Zainudin, 2023). In management activities, each stage is interconnected and requires good coordination between the parties involved. Clear division of tasks, workflow, and effective communication are key to successful implementation. According to informant UZ, the following statement was made:

> *The female supervising teacher is not directly involved in the organization's activities to ensure that the management maintains a sense of confidence and responsibility. The supervisor's role is more focused on monitoring activities during the event and providing input and reinforcement, ensuring the management can effectively implement the agreed-upon work program. (Interview with UZ, October 27, 2025)*

Continued with informant RO and informant NS who stated that:

> *The female supervising teachers don't interfere too much during the activities. They monitor and provide input when needed to ensure the administrators remain confident and responsible in carrying out the work program. Before the consultation, we usually prepare what we want to convey to ensure clear communication. (Interview with NS, October 21, 2025)*
>
> *During the activities, we provide the administrators with the opportunity to express their opinions and ideas. If an opinion is not appropriate, they usually explain the reasons for it so that everyone can understand. While some are still shy or afraid to express their opinions, they are gradually being encouraged to communicate more confidently. (Interview with RO, October 21, 2025)*

The quality of Islamic boarding school education is something that needs to be paid attention to because it will influence the character of the students (Dora, 2024). According to informants UF and ZA, who were not very different, they stated that:

The administrators first prepare the material for discussion before communicating or consulting with the supervising female teacher. This ensures the consultation process is more focused and effective. (Interview with UF, October 5, 2025)

Administrators are encouraged to express their opinions in organizational activities. If an opinion is deemed irrelevant, the advisor explains the reasoning for a shared understanding. However, some administrators still feel hesitant or embarrassed to express their opinions. (Interview with ZA, October 5, 2025)

Students learn how to design programs, work in teams, make decisions, and evaluate results through structured activity management. Thus, activity management focuses not only on the implementation of an activity but also on the character-building and organizational skills of the members involved.

CONCLUSION

Based on the findings, it can be concluded that leadership learning within the OSIQ organization at Ibnul Qoyyim Putri Islamic Boarding School occurs contextually and experientially through active participation in real organizational activities. Female students develop leadership competencies not only through formal theoretical instruction but through identifying problems related to communication, coordination, task distribution, and supervision, designing practical solutions through deliberation and consultation, implementing and testing these solutions in programs such as Basic Leadership Training (LDK), and engaging in reflective evaluation followed by continuous improvement. These stages reflect the core principles of low tech Design Based Learning DBL, namely problem identification, solution design, implementation, reflection, and refinement, which are embedded naturally within organizational dynamics. Therefore, OSIQ functions not merely as an extracurricular structure but as an authentic learning space that fosters character formation, responsibility, collaboration skills, and readiness for future leadership roles.

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