

Student Organization Activities in the Development of Emotional Intelligence in Islamic Boarding Schools

*Samsirin¹, Dini Rofiatul Khoiriyah², Dwi Aprilia Solihah³, Amanda Rahmawati⁴

^{1,2,3}Universitas Darussalam Gontor, Jl. Raya Siman, Ponorogo, East Java, Indonesia

⁴Universitas Islam Internasional Islamabad, H10, Islamabad, 44000, Pakistan

*samsirin@unida.gontor.ac.id

ABSTRACT: *This research aims to discover how student organizations contribute to the growth of emotional intelligence. This research uses qualitative descriptive analysis. Using three data collection techniques: documentation, observation and interviews. Data analysis includes domain analysis, taxonomic analysis, and componential analysis. The results of the data analysis found that organizations have a role in the emotional development of organizational administrators, including cultivating the corporate spirit, consultation spirit, awareness of other people's points of view, and awareness of controlling anger. As well as lack of self-confidence and poor communication between administrators are the two main obstacles to developing emotional intelligence. Based on data analysis findings, companies can help organizational administrators grow emotionally by cultivating the corporate spirit, consultative spirit, awareness of others' points of view, and awareness of behavioural control.*

Tujuan dari penelitian ini adalah untuk mengetahui bagaimana organisasi kemahasiswaan berkontribusi terhadap pertumbuhan kecerdasan emosional. Penelitian ini menggunakan analisis deskriptif kualitatif. Menggunakan tiga teknik pengumpulan data dokumentasi, observasi dan wawancara. Analisis data meliputi analisis domain, analisis taksonomi, dan analisis komponensial. Hasil analisis data ditemukan bahwa organisasi memiliki peran dalam perkembangan emosional bagi pengurus organisasi, antara lain penanaman semangat berorganisasi, semangat konsultasi, kesadaran akan sudut pandang orang lain, dan kesadaran mengendalikan kemarahan. Serta tidak percaya rasa diri dan buruknya komunikasi antar pengurus menjadi dua kendala utama dalam mengembangkan kecerdasan emosional. Berdasarkan temuan analisis data, perusahaan dapat membantu administrator organisasi tumbuh secara emosional dengan memupuk semangat organisasi, semangat konsultatif, kesadaran akan sudut pandang orang lain, dan kesadaran akan pengendalian perilaku.

Keywords: *Islamic Boarding Schools, Emotional Intelligence, Student Organizations, Organizational Impact.*

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I. INTRODUCTION

Education is a process that aids in human growth and development, which also entails maximizing individual potential (Saputra & Faizah, 2017). The goal of education, taken broadly, is to impart knowledge, experience, and skills that help people live physically and spiritually fulfilling lives (Ridlwani, M., & Asrori, 2022). The development of students' active and self-ability is another essential highlight of non-formal education. Therefore, an educator or institution serves as a facilitator in this respect. The ability to expand information that is used outside of the classroom is another benefit of non-formal education. It is essential to combine students' and organisers' duties so that these two roles can function effectively since the organization is a location where students can actualize themselves while still having obligations as students (Drame et al., 2021).

Education is a process that aids in growth and development; it also refers to maximizing diverse human potential. In its broadest meaning, education is an endeavour to spread information, expertise, and abilities that help people live physically and spiritually fulfilling lives (Nawawi, 2018). Students receive organizational education through the school system, which is crucial to the success of their academic endeavours. The organisation's efficacy, which may be observed in the structure, work programs, processes, coordination, and collaboration of organizational members, can be used to measure the success of education (Arena et al., 2023). Student groups are extracurricular activities that encourage self-development among participants and improve the educational environment at their institutions. Student groups serve as a venue for participation in extracurricular activities and a way for students to explore their interests and talents. Students can develop their leadership, cooperation, decision-making, and communication abilities through involvement in student organizations. Additionally, they learn responsibility for the duties and obligations placed on them (Ikhwan & Jailani, 2014);(Susanti et al., 2018).

The ability to regulate oneself, initiative, optimism, manage one's emotions, and think calmly without getting carried away by emotions are psychological traits that affect an organization. Goleman later coined the term emotional intelligence to describe these skills (Kitsios et al., 2022);(Camplisson & Cormican, 2023). A platform for enhancing academics is student organizations. In this instance, the boarding school, as a school with a boarding system, also considers the informal education component (Neuwirth, 2023);(Gökalp & Soran, 2022). Students will be able to comprehend how to act appropriately or function in their environment with the help of an organizational culture (Houdek, 2023);(Nguyen et al., 2023). Participating in a student organization has advantages, such as helping one develop character and personality. Students can learn about integrity, tenacity, responsibility, and hard work through student organizations. They can also gain effective communication, leadership, and teamwork skills (Chai et al., 2023). Student organizations can be a platform for leadership development. Students are allowed to take charge of and make decisions that impact organizational operations in student organizations. They will gain invaluable experience leading teams, handling finances, and resolving issues that could arise during corporate activities (Japar & Parida, 2018).

Challenges may inevitably arise in companies when trying to complete tasks. Indeed, a child's success is not always dependent on intelligence, as measured by the Intelligence Quotient (IQ). Since problem-solving skills rely solely on common sense

and ratio, IQ does not accurately capture a person's intellect (Mishar & Bangun, 2014);(Galindo-Domínguez & Losada Iglesias, 2023). Children's emotional intelligence can be nourished and grown by everyday coaching rather than predetermined from birth (Makrufi & Prihatno, 2020).

Given that emotional intelligence plays a significant part in everyone's life and that even vital emotional intelligence can lead people to other intelligence abilities, parents and teachers must keep an eye on their children's emotional intelligence. One intelligence that plays a significant influence on a person is emotional intelligence (Wezowski & Penton-Voak, 2023). A person with vital emotional intelligence will also have a strong work ethic (Ratnasari et al., 2020).

As several studies have found, it is clear that emotional intelligence plays a much more important role than cognitive ability. Because activities in organizations can aid children in developing their emotional intelligence, they are a practical setting for developing children's emotional intelligence inside the school environment. Organizations can help students understand emotions, foster a secure environment to explore, express, and manage their feelings, and support student creativity and practical communication skills (Mitrofan & Cioricaru, 2014);(Ikhwan, 2017).

Gontor Modern Islamic Boarding School undergo rigorous selection; to build a section, discussions must be held by the student care section and various sections that directly develop areas in the organization. Student organizations at Gontor Modern Islamic Boarding School are one way to exercise organization (Putra, 2019).

II. METHOD

This research uses a qualitative approach with field research techniques, which requires a thorough and precise investigation of human existence. This research aims to find out more about the function of the Gontor Modern Islamic Boarding School Student Organization (OPPM) in developing emotional intelligence. The research location is the Gontor Putri Modern Islamic Boarding School, Campus 2, Mantingan. The research subjects of this study include organizational administrators, coaches, and caregivers. Research data was collected from primary and secondary data sources. Data collection was carried out directly through observation, interviews and documentation methods. Meanwhile, the analysis technique used is qualitative data analysis. Spradley is used for data analysis, including domain, taxonomic, and componential analyses (Ikhwan, 2021);(Ugwu & Eze Val, 2017).

III. RESULT AND DISCUSSION

The Role of Organizational Activities in the Formation of Emotional Intelligence

A person's capacity to inspire themselves, build relationships with others, and recognize their own and others' emotions is known as emotional intelligence (Kamal & Ghani, 2014). To refute the notion that intelligence does not show itself through knowledge obtained from dynamic processes, Peter Salovey and John D. Mater invented the phrase emotional intelligence (Durnali et al., 2023). They describe emotional intelligence as the capacity to detect, feel, and direct emotions to foster the development of both emotions and intelligence (Zhang & Adegbola, 2022). Emotional intelligence is important because it enables one to control their emotions, regulate

satisfaction, and manage their moods. In this manner, one of the triumphs in communication for people who have vital emotional intelligence, have mature social interactions, make friends quickly, can adapt to stress loads, have responsibility, and have a moral outlook is the existence of self-confidence (Martina et al., 2015);(Khasanah, 2022).

An informal or formal setting for academic improvement is a student group. As an educational facility with a boarding system, in this instance, the boarding school considers education outside of the classroom. Students will be able to comprehend how to act appropriately or function in their environment with the help of an organizational culture (Thind & Yakavenka, 2023).

According to Goleman, emotional intelligence is a person's ability to control his vibrant life by using intelligence (controlling his rich life using intelligence), maintaining harmony and emotional expression (suitability of feelings and words) using awareness skills, self-control, and self-motivation. , empathy, and people skills, Daniel Goleman says that emotional intelligence is not only about allowing emotions but also about managing feelings so that they are expressed appropriately and effectively (Drzewiecka & Roczniowska, 2018);(Browning et al., 2022);(Xu et al., 2022).

The Student Organization (OPPM) is an intra-school organization founded on July 6 1967. This organization is tasked with managing and organizing the entire lives of students independently and responsibly. Apart from that, OPPM also acts as a forum for developing the mentality and creativity of students so that they can later be applied in society. The aim of establishing OPPM is to educate students so they can think about and organize all their life activities, including daily needs and upholding discipline. OPPM members consist of students from class 5 KMI (*Kuliyatul Mu'alimat al Islamiyah*). The following is the format of the modern Islamic boarding school student organization:

Table 1. Format of modern Islamic boarding school student organizations (OPPM)

No	Department	Part
1	Special Department	OPPM Chairman
		OPPM Secretary
		OPPM Treasurer
2	Department 2	Security section
		Teaching Section
		Language Section
		Sports Section
3	Department 3	Student Cooperative Section
		Classroom Canteen Lessons
		Kitchen Section
		Laundry Department
		Photography Section
		Health Section
		Lighting Section
		Library Section
		Discussion Section
4	Department 4	Arts Section
		Princess Section

		Guest Reception Department
		Arts Section
5	Department 5	Gardening Department
		Cleaning Department

To answer the study's research questions about the function of contemporary Islamic boarding school student organizations, researchers conducted field reviews (observations), collected supporting data, and used the findings from interviews with dependable informants related to developing management-related emotional intelligence. The ability of contemporary Islamic boarding school student organizations to build emotional intelligence in administrators includes instilling enthusiasm in planning and deliberations. This was said by (Yusron, 2022), the deputy caretaker of Gontor Putri Modern Islamic Boarding School, Campus 2, who explained that modern Islamic boarding school student organizations are the hallmark of modern Islamic boarding schools, managers learn a lot because they receive different training in the field of organization. Teamwork among organizational administrators creates enthusiasm to complete tasks in this organization.

As the chair of the Gontor Putri Modern Islamic Boarding School student organization, sister (Aisy, 2022) also disclosed that due to her duties in this group, new characteristics in the board members had emerged. As an illustration, in this organization's management, everyone can understand friends or partners, and substantial progress in doing a good job also resulted in his friends becoming people who are careful in acting and patient in working together. However, some administrators still have no control over emotional intelligence.

Based on the study findings, the management activities of the Gontor student organization at Islamic boarding school play a role in enhancing the emotional intelligence of the management. These activities include:

Assignment

An assignment is a location for self-improvement where someone is expected to complete a task (Supriyono & Sari, 2021). The purpose of projects is to aid students in gaining or extending their knowledge. After learning, participants complete the assessment tasks. In the development of emotional intelligence, charges are believed to be crucial. Researchers suggest that it has many advantages for honing organizational management's emotional intelligence. Administrators who have received training in this area are taught to focus more on their work, put aside personal issues, and complete tasks patiently and thoroughly, all of which are supportive elements in the development of emotional intelligence.

Administration Oversight or Escort

Control is the measurement and enhancement of the work schedule's execution so that the plans accomplish their goals (Sökmen & Sarikaya, 2022). In this case, the control function checks actual performance by comparing it to prepared plans and taking necessary action (Daud & Mubarak, 2021). Giving the administrators responsibility over the boarding school activities develops their emotional intelligence and encourages them to do so. The administrators are intelligent and firm enough to rapidly restore order if something is discovered to be contravening the rules. It is clear how the management's emotional intelligence develops and is trained from the researchers' observations of organizational management (OPPM) activities. Regarding

activity control, management tasks demand precision, perseverance, skill, and patience. According to Daniel Goleman, a person has to possess these skills to grow their level of self-emotional intelligence.

Activity Report

Reports serve the objective of summarizing all management activity. All actions must be reported, with each component being reported to the person in charge of the organization. Describe the division's efforts, starting with work plans and financial results and ending with challenges encountered. In this case, the researcher's observations about activity reports, which are one of the responsibilities of the OPPM's members, revealed that administrators learn how to cultivate a sense of responsibility as well as how to be diligent and detailed in carrying out tasks, which, in turn, influences how each person's emotional intelligence discipline grows or develops.

(Amalda & Prasajo, 2018) defines emphasis on discipline as a mental attitude characterized by a readiness to adhere to all relevant laws, rules, and conventions when performing obligations and responsibilities. The primary source of discipline is internal awareness and the conviction that taking specific actions is correct and helpful for both the individual and the environment. Students can increase their self-motivation to study more actively by acquiring discipline (Saputri et al., 2022). One will succeed if they are disciplined. The chairman of Gontor frequently says that discipline is the outcome of good emotional management within the individual. You can train and enhance the management's emotional intelligence by maintaining discipline within the company. According to Daniel Goleman, emotional intelligence, based on five factors: self-awareness, self-motivation, self-control, empathy, and relationship-building abilities, determines a person's place in learning practical skills (Quílez-Robres et al., 2023). This is in response to the actions taken by the OPPM members, where the administrators make an effort to conduct themselves in an adult and organized manner at all times.

The management of OPPM encourages its students to develop self-awareness, self-motivation, self-control, empathy, and relationship-building abilities in both their friends and their fellow members because by doing so, they will improve their emotional intelligence and promote a sense of camaraderie.

One quality that makes someone intelligent in how they handle their emotions is emotional intelligence. Emotional intelligence is acknowledged to offer a deeper and more thorough understanding of oneself and others since emotions are subconsciously stored in a person. This is due to what is occurring in the field, whereby administrators' emotional intelligence grows due to organizational actions, creating a greater awareness of oneself and others (Camplisson & Cormican, 2023).

The development of emotional intelligence greatly benefited from the function that activities in the modern Islamic boarding school student organization play for the administration. This is because the organization's manager is a Gontor Putri teacher who is very watchful of the modern Islamic boarding school student organization operation, beginning with briefings for the management, escorting the management, and holding evaluations of the management every week. Such are the management's interactions with mentors, and it is from these that the administrators learn about emotional intelligence. One of the Ustadzahs in the rearing division of Al-Qudsi

mentioned that because you must prepare everything to be reported to the supervisor, this causes positive sentiments for the organization's management.

Administrators have challenges while doing their duties inside the organization, which helps them build their emotional intelligence. Obstacles arise when members doubt their ability to complete the tasks allocated to them, according to Ananda Syifa Nathania, a member of the organization's security division. What has been given or obtained, as well as when members of the organization are not passionate when performing their tasks, and a lack of communication amongst fellow members between sections leads to misunderstandings, resulting in untidiness in a job. In these situations, establishing solid emotional bonds is hampered by members of the organization's lack of self-assurance, excitement, and communication.

IV. CONCLUSION

Organizing is a place to train yourself, develop abilities, gain experience, and learn new things. The only organization in the Gontor Modern Islamic Boarding School is the student organization (OPPM). Gontor Modern Islamic Boarding School has produced many alums who participate in society through teaching methods, direction, training, supervision and assignments. The human need for emotional intelligence is significant for every individual. Based on the results of research, the Organization at Gontor Putri Modern Islamic Boarding School, Campus 2 has a role in forming emotional intelligence for its administrators with the activities within it. Being able to produce good emotional intelligence instills the spirit of the organization, the nature of the consultation, awareness of others' perspectives, and awareness of controlling anger. Lack of self-confidence and poor communication among administrators are the two main obstacles to developing emotional intelligence.

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