

# Utilizing PAI Learning Assignment Strategy to Enhance Student Leadership Character at Ta'mirul Islamic Boarding School Surakarta

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## Abstract

Leadership is the ability to influence others through communication, with the goal of encouraging them to be willing to follow the leader's direction with understanding, awareness, and voluntarily. Indicators of Islamic leadership character in students include aspects of religion, discipline, implementation of pesantren programs and Islamic environment, as well as leadership spirit in student council. One way of teaching that can be used by teachers in the learning process is through the assignment method. The application of this method can help prove the leadership abilities possessed by students. Pondok Pesantren Ta'mirul Islam Surakarta, as an Islamic educational institution, faces a series of problems in developing student leadership character through assignment strategies. The respondents who will be the focus of this study are 5 students and 1 administrator. Data collection techniques in qualitative research at Ta'mirul Islam Islamic Boarding School Surakarta use interviews, observations, and documentation. In this study, researchers used interactive analysis of the Miles and Huberman model. The implementation of the assignment strategy at Ta'mirul Islam Islamic Boarding School Surakarta has created an environment that supports the development of strong character and leadership among students. Researchers obtained the results of two important aspects, regarding leadership assignments in Ponpes can contribute in helping students develop an understanding of Islamic values and leadership character development occurs in the context of assignment strategies at Ta'mirul Islam Islamic Boarding School Surakarta. Based on the results of the study, it can be concluded that the PAI learning assignment strategy has a significant impact in strengthening the leadership character of students at the Ta'mirul Islam Islamic Boarding School Surakarta.

**Keywords:** *Assignment Strategy, Leadership, Pesantren, Santri*

## Introduction

Islamic education in Indonesia has an important role in shaping the character and leadership of the younger generation. Strong character and leadership in students are crucial aspects in preparing them to become individuals who are able to contribute positively to society and lead in various areas of life. One of the educational institutions that plays a role in shaping the character and leadership of students is the Ta'mirul Islam Islamic Boarding School. Generation Z shows a strong preference for participatory, collaborative leadership, inclusive, and technology-oriented leaders. The research also provides a basis for further research that can explore different aspects of Generation Z leadership and its impact on the ever-changing global economy (Amborowati & Harsono, 2024).

Leadership roles include achieving bureaucratic goals and maintaining cohesiveness within the led group, which is often referred to as the relationship function (Walangadi et al., 2023). Leadership, as a responsibility equipped with honest character, is considered an ability that can be possessed by each individual based on the potential they have (Dwijayanti & Supriyadi, 2023).

Ta'mirul Islam Islamic Boarding School, as one of the Islamic Boarding Schools in Indonesia, plays a role in producing students who have noble character and are able to lead well.

Being a good leader requires ideal leadership skills and provisions, because leaders are not only a theoretical concept, but also part of the learning process. So it is important for adolescents as a generation for the future to have leadership traits and spirit, which is certainly better than the previous generation (Rahayu, 2023). Leadership character traits include discipline, responsibility, honesty, and dare to argue, where each student can have more than one of these traits. The process of building student leadership character involves the subject of Islamic cultural history, where students implement the material in everyday life, especially in the school environment (Atikah et al., 2022).

Indicators of Islamic leadership character in students include aspects of religion, discipline, implementation of pesantren programs and Islamic environment, as well as leadership spirit in student council. Supporting factors involve a conducive and religious school environment, active participation of all units, and adequate infrastructure. Good cooperation between schools and parents is emphasized through regular home visit programs (Efendi et al., 2023). The existence of education about forming leadership character for students is expected to grow the character of individuals with leadership spirit and high integrity (Rahayu, 2023).

Factors supporting leadership character such as participation in compulsory extracurriculars, such as scouts, paskibra, and martial arts, also play a role in shaping students' leadership character. Although the subjects of Islamic cultural history have an influence, the formation of leadership character is also influenced by other factors such as participation in compulsory extracurriculars, participation in LDKS, and other elements (Atikah et al., 2022). The school also supports the cultivation of leadership character values through extracurricular scouts by increasing the number of scout coaches, providing supporting tools for scout activities, and involving students in various scout competitions, starting from level I to the next level.

A leader must have confidence, assertiveness, expertise, decision-making ability, and concern for followers. Based on my on-site leadership experience, I have served as a corps, morning apple leader, heroes' day flag ceremony coach, as well as leading various activities such as meetings, events, dance training, and teaching and nurturing students (Walangadi et al., 2023). However, until now, there has been no research that specifically investigates the use of assignment strategies in the context of Ta'mirul Islam Islamic Boarding School to strengthen students' leadership character. Therefore, this research becomes relevant and important to be carried out in order to provide deeper insight into the effectiveness of using assignment strategies in the context of Islamic education in Ta'mirul Islam Islamic Boarding School.

Ta'mirul Islam Islamic Boarding School is considered a unique institution with modern Islamic and Salafi characteristics. This uniqueness is not only reflected in its educational approach that accommodates modern Islamic values, but also in the Salafi spirit applied to maintain the authenticity of Islamic teachings Motto "*Iso Ngaji Ora Klah Karo Sekolah Negeri*" It is an affirmation that in Ta'mirul Islam Islamic Boarding School, the tradition of religious learning is not inferior to general education in public schools. Thus, the selection of this Islamic boarding school as the focus of the study offers a rich and diverse perspective, exploring how this unique institution blends modern Islamic and Salafi values to shape the leadership character of students.

Based on the author's observations, every student is guaranteed to have experience becoming a leader, ranging from small to larger levels. Over time, they had the opportunity to serve as chamber president, class president, chamber imam, chamber muadhin, morning run president, night picket leader, rayon president, scout squad leader, and various other positions. It reflects a system that allows each individual to thrive in leadership roles, providing

opportunities for them to learn and hone their leadership skills. The importance of this experience lies not only in the post itself, but also in the implemented rotation cycle.

Schools with religious backgrounds such as MA, character education is very important. Because at first it was explained that the purpose of national education is to make students as people with good character (Atikah et al., 2022). Internalization of leadership character values carried out through Scout Extracurricular activities, through the following activities: Flag or Apple Opening and Closing Ceremony Leaders, Role Playing Making Activities, Marching Line Rules (PBB), Saturday Sunday Camp (Persami), Hiking, and Leadership Development Training (LPK) (Dwijayanti & Supriyadi, 2023).

Pondok Pesantren Ta'mirul Islam Surakarta, as an Islamic educational institution, faces a series of problems in developing student leadership character through assignment strategies. First, there is a mismatch between expectations and reality in the development of students' leadership character, which includes a lack of improvement in aspects of communication, leadership, and other skills essential for a qualified leader. Second, differences in the types of tasks assigned as part of the assignment strategy can be a source of problems, affecting the effectiveness of the strategy in shaping student leadership character. Third, students' lack of understanding of the purpose behind the use of assignment strategies can reduce the effectiveness of learning and leadership character development desired by Ta'mirul Islamic Boarding School Surakarta.

The focus of the problem in this study has been structured to provide a clear direction in the research. First, this study limits the object of research only to grade V or VI students in MA or SMA Pondok Pesantren Ta'mirul Islam, thus focusing on the final stages of upper secondary education. Second, the study only involved data from the 2023/2024 school year, ensuring a focus on the last academic year to get a more detailed picture. Third, the focus of the problem highlights the assignment strategy used in the Islamic education curriculum at the Ta'mirul Islam Islamic Boarding School, emphasizing the religious aspect. Fourth, the research focuses on assignment strategies carried out in the classroom, emphasizing direct experience in the learning process.

The questions in this study explore two important aspects related to the PAI learning assignment strategy at the Ta'mirul Islamic Boarding School Surakarta. First, on how leadership assignments at Ponpes can contribute to helping students develop an understanding of Islamic values. This includes how the assignment can be an instrument to strengthen students' understanding of Islamic teachings, as well as how the leadership values taught through the assignment deepen their understanding of Islam. Second, the research will review how leadership character development occurs in the context of assignment strategies. This includes how specially designed assignments can lead to the development of leadership character, such as communication skills, leadership, and other desirable skills in forming qualified leaders. By focusing on these two aspects, the study aims to provide in-depth insight into the role of assignment strategies in the development of student leadership character in the Ta'mirul Islamic Boarding School Surakarta environment.

## Method

The type of qualitative research used in this research is a case study. Researchers want to know how the application of assignment strategies in strengthening the leadership character of students at the Ta'mirul Islamic Boarding School Surakarta. Pondok Pesantren Ta'mirul Islam Surakarta is an Islamic educational institution that has a central role in shaping the character and spirituality of students through a pesantren education approach that is rich in Islamic values

and Salafi traditions. Ponpes Ta'mirul Islam has two cottage locations, namely Jl. KH. Samanhudi No. 03 Tegalsari Surakarta (Putri) and Jl. Stasiun Kauman no 53 Sidomulyo Krikilan Masaran Sragen (Putra).

The time for this research activity to be carried out starts from December 1, 2023 to January 31, 2024. The following is a table of the time researchers carried out activities. The students who will be the focus of this research are 5 people and come from the Ta'mirul Islamic Boarding School Surakarta. In the period between December 1, 2023 and January 31, 2024, researchers will closely observe the interaction and development of their characters and spirituality. With the location of the cottage divided on Jl. KH. Samanhudi No. 03 Tegalsari Surakarta for girls and Jl. Stasiun Kauman no 53 Sidomulyo Krikilan Masaran Sragen for boys, this study will include both groups of students. By involving 5 students, this study is expected to provide a comprehensive picture of the influence of Islamic boarding school education approaches, especially Islamic values and Salafi traditions, on the formation of character and spirituality of students at Ta'mirul Islamic Boarding School Surakarta.

The primary data sources in this study are the parties who are used as research informants, namely; deputy caregivers (leaders), deputy directors, student care staff, KMI staff, homeroom class 6, OSTI chairman, security students, mosque takmir section students, language section students, teaching section students, environmental clean section students, sports section students. The secondary data source used by the author is a document from the Ta'mirul Islamic Boarding School Surakarta.

The results of observations and interviews are used as the main source of data entered into written data which will then be presented in this study. To complete the data, researchers will also use written data sources, photos and other documents in the field related to the research theme. By referring to the previous literature and research that has been described, the author presents a conceptual that acts as a guide and frame of mind for the author in completing a study on assignment strategies to improve student leadership character at the Ta'mirul Islamic Boarding School Surakarta.

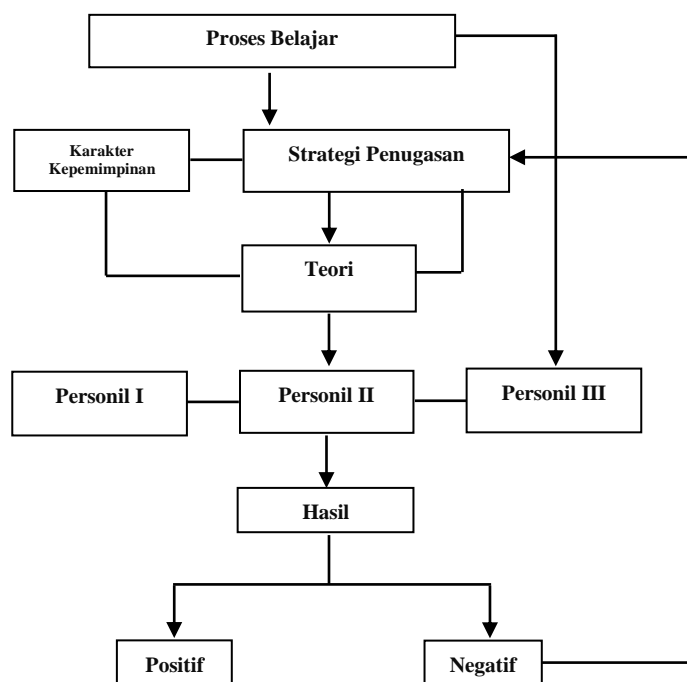


Figure 1. Research Mindset

Data collection techniques in qualitative research at Ta'mirul Islamic Boarding School Surakarta use interviews, observations, and documentation. Because for qualitative researchers, phenomena can be understood well, if researchers interact with subjects through in-depth interviews, observations in the setting, where the phenomenon takes place. The interview used in this study was an in-depth interview, where the researcher asked several questions in depth related to the strategy of building the leadership character of students through the modern cottage student organization, so that with this in-depth interview the necessary data could be collected optimally. The type of interview that researchers use is open and in-depth or unstructured interviews, which can freely explore data as completely as possible and get meaningful data so that the researcher's understanding of the existing phenomenon can be in accordance with the understanding of the actors themselves. By not fixating on the interview guide.

In this research conducted using purposive techniques to get the right data, it is necessary to determine informants who have competence and in accordance with data needs. However, if the data obtained from the predetermined data source is not complete, then the researcher will use the snowball sampling technique, which is a technique for taking data sources that were initially small, eventually became large. The subjects in this study who will be used as informants consist of deputy caregivers (leaders), deputy directors, student care staff, KMI staff, homeroom class 6, OSTI chairman, security students, mosque takmir section students, language section students, teaching section students, environmental clean section students, sports section students. The interview results of each informant were written complete with codes in the interview transcript.

Testing data in the field in qualitative research in this study is important to do. Data validity tests include data credibility tests (internal validity), trasferability tests (external validity/generalization), data depenability (reliability) tests, confirmability tests (objectivity). The process of data analysis is carried out inductively, namely analyzing data to obtain conclusions from research results using interactive models. In this study researchers used interactive analysis of the Miles and Huberman model, which consists of data collection, data reduction, data presentation, and conclusion drawing and verification.

## Results

This study presents the main findings resulting from data analysis and discusses their implications and significance in the context of developing student leadership character in Ta'mirul Islamic Boarding School Surakarta.

In-depth analysis of the data highlights the effectiveness of PAI learning assignment strategies in strengthening students' leadership character.

*Table 1. Profile Responden*

No	Initials Name	Department	Age	Gender
1.	BAT	Ketua Lajnah Khidmat	17	Male
2.	ZZP	Bagian Kebersihan	17	Male
3.	RRJN	Bagian Bahasa	16	Male
4.	AESP	Ta'mir Masjid	17	Male
5.	FNH	Bagian Pengajaran	16	Male
6.	BP	Direktur KMI Putra	35	Male

The profile of respondents in this study includes six individuals who have diverse roles and positions in the Ta'mirul Islamic Boarding School Surakarta. All respondents were men ranging in age from 16 to 35 years. Among them, BAT (Head of Lajnah Khidmat), ZP (Hygiene Section), RRJN (Language Section), AESP (Ta'mir Masjid), and FNH (Teaching Section) have a young age, which is around 16 to 17 years old. Meanwhile, BP (Director of KMI Putra) is an older respondent with the age of 35 years. With various positions and ages, these respondents provided diverse perspectives in describing the implementation of assignment strategies in Islamic boarding schools, thus enriching understanding of students' character and leadership development efforts in this educational institution.

**Leadership assignments at Ta'mirul Islam Islamic Boarding School Surakarta can help students develop an understanding of Islamic values**

Table 2. Implementation of assignment strategy at Ta'mirul Islamic Boarding School Surakarta

No	Transcript	Keywords
1.	By giving responsibilities and various kinds of tasks, the Administrators of Lajnah Khidmat are expected to be able to shape their leadership character	Responsibility
2.	Train members to be responsible for the cleanliness of the cottage	Training Responsibility
3.	Train 4th grade members to be in charge of members in Rayon	Training Responsibility
4.	By going through student organizations to educate other students	Santri Organization
5.	That is, through organizational training for grade 5 students to train leadership character, and for grade 1-4 students to be formed to become more mature characters in terms of truth based on organizational guidance and Asatidz Pondok and also the direction of cottage leaders. And for grade 6, they are mentally prepared and proselytize to face society after graduation	<ul style="list-style-type: none"> <li>• Organizational Training</li> <li>• Mental Training</li> <li>• Da'wah Training</li> </ul>
6.	For the implementation of Assignments in Schools, Santri is given more responsibility to carry out tasks as their responsibility by providing training in accordance with the assignment	Training Responsibility

By giving responsibilities and various tasks to the Administrators of Lajnah Khidmat, it is expected to shape their leadership character. Through training, members are taught to take responsibility for the cleanliness of the lodge and manage members in Rayon. In addition, through student organizations, efforts are made to educate and train leadership character, focusing on organizational training for grade 5 students, character development for grade 1-4 students, and mental preparation and da'wah for grade 6 students. The implementation of assignments in schools involves giving more responsibility to students with appropriate training to carry out their duties.

Table 3. Types of tasks in assignment strategies at Ta'mirul Islamic Boarding School Surakarta

NO	TRANSCRIPT	KEYWORDS
1.	Through organizations ranging from the lower level such as room, class, then rayon, to Lajnah Khidmat, which before being appointed the managers of Lajnah Khidmat were accompanied by the appointment of Leadership and KMD.	The organization starts from the low level
2.	Responsibility for the cleanliness of the cottage	Responsibility for the cleanliness of the cottage
3.	<ul style="list-style-type: none"> <li>• Giving responsibility to mobilize members to participate in language activities</li> <li>• Granting responsibility to several people to be responsible for the rayon language</li> </ul>	<ul style="list-style-type: none"> <li>• Responsibilities of language activities</li> <li>• Responsibility for the rayon language</li> </ul>
4.	Mukadhoroh (Speech) activities, language improvement and discipline teachings	<ul style="list-style-type: none"> <li>• Mukadharoh (Beating)</li> <li>• Language improvement and discipline teaching</li> </ul>
5.	Discipline and leadership training and advice given by leaders that aim to shape Santri's leadership character	Discipline and leadership training
6.	The tasks given to Santri are in the form of: <ul style="list-style-type: none"> <li>• Being the manager of Santri's daily activities or here is named after the Manager of the Santri Ta' Organization, Islamic irul or by another term which is Lajnah Khidmat.</li> <li>• Become a janitor Cottage dormitories and classrooms</li> <li>• Becoming Khotib Shalat Friday</li> <li>• Being an Imam of Sunnah Dhuha Prayer and Fardhu Prayer especially Asr and Fajr</li> <li>• Become an Imam in the dormitory after KBM is finished for dhuhur prayers</li> <li>• Become an officer leading daily prayers such as Aurodul Yaum, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Service Lajnah.</li> <li>• Janitor Cottage and classroom dormitories</li> <li>• Becoming Khotib Shalat Friday</li> <li>• Being an Imam of Sunnah Dhuha Prayer and Fardhu Prayer especially Asr and Fajr</li> <li>• Become an Imam in the dormitory after KBM is finished for dhuhur prayers</li> <li>• Become an officer leading daily prayers such as Aurodul Yaum, etc.</li> </ul>

Through various organizational structures ranging from low levels such as rooms, classes, to rayon, and then up to the level of Lajnah Khidmat, the board members have been equipped with the inauguration of Leadership and KMD before being inaugurated. Responsibility for the cleanliness of the lodge was also given, including the assignment of responsibility for mobilizing members in language activities and responsibility for language in the rayon. Various tasks are given to students, such as being administrators of daily activities, janitors of cottage dormitories and classes, Friday prayer preachers, imams of Dhuha sunnah prayers and fardhu prayers, and leading daily prayers such as Aurodul Yaum.

Table 4. Santri Evaluation at Ta'mirul Islamic Boarding School Surakarta

No	Transcript	Keywords
1.	For now using the poinization system. That is by giving points to violators. If anyone exceeds the maximum point limit, they will be summoned and suspended. However, do not forget to call in advance every time students get points accompanied by advice	Pointization system
2.	Advised and directed to the right path	Advice is given and directed to the right path
3.	Conduct weekly reports to find out any obstacles or problems faced by members	Weekly report
4.	We evaluate by calling the student and then we give improvement by being advised and directed in the right direction	Advice is given and directed to the right path
5.	We evaluate by calling Santri who need improvement to be given advice and improvement in the right direction and love solutions if there is a problem	Advice is given and directed to the right path
6.	The evaluation is in the form of improving prayer reading skills and practice movements in accordance with Religious Lessons in the Classroom	Improved reading skills and practice of prayer movements

For now, a poinization system is used, in which violators are awarded points. If the violation points exceed the maximum limit, the student is summoned with the parents and suspended. However, it is important to note that whenever students earn points, they will be called first and given advice. In addition, weekly reports are also carried out to find out the obstacles or problems faced by members. Evaluation is carried out by calling students who need improvement, providing advice, and direction to the right path, and providing solutions if there are problems. The evaluation also includes improvements in prayer reading skills and practice movements that are appropriate to religious lessons in class.

Table 5. Student perceptions of assignment strategies at Ta'mirul Islamic Boarding School Surakarta

No	Transcript	Keywords
1.	Most are less concerned and do not pay attention to the motive of the assignment. It seems to be because many lack enthusiasm.	Lack of care Lack of enthusiasm
2.	Some members who understand	Some members who understand
3.	Some Santri can understand but not a few also think that the person given responsibility is not the right person	<ul style="list-style-type: none"> <li>• Some Santri can understand</li> <li>• The person given responsibility is not the one who deserves it</li> </ul>
4.	That is how to live a disciplined life in the cottage, independent, and trained good speech	Disciplined way of life at the Cottage, independent and trained good speech



No	Transcript	Keywords
5.	Namely the formation of character, discipline, and organization of Santri and the advice and direction of Santri from Asatidz and the leadership of the lodge	Character building, discipline, and organization of Santri
6.	In my opinion, students will have a great responsibility in carrying out the duties they are given, because with those tasks they are understood to be their capital for life in the community to come. In this lodge applies that everything done and done by the Santri is Education	Responsibility

The lack of attention and enthusiasm for the motives of the assignment seems to be due to most members being less caring and lackluster. Although some members understand, there are also those who feel that the person given the responsibility is not the right person. This relates to the importance of understanding the disciplined way of life in the lodge, being independent, and being trained in good speech. The formation of character, discipline, and organization of students, as well as advice and direction from Asatidz and lodge leaders, is the focus in forming students. In my opinion, students will have a great responsibility in carrying out their duties, because these tasks are considered as capital for life in society in the future. Education in Pondok emphasizes that everything done by the students is part of the educational process.

Table 6. Planning for Evaluation Implementation at Ta'mirul Islamic Boarding School Surakarta

No	Transcript	Keywords
1.	The evaluation is carried out once a week	Weekly report
2.	Implement weekly reports	Weekly report
3.	Carry out weekly report activities	Weekly report
4.	We fellow Ta'mir Masjid deliberate first who should or who deserves to be evaluated and then we call the santri.	Deliberation
5.	Deliberation section for planning evaluation and collecting obstacles and that need improvement for the good of Santri or members	Deliberation
6.	In its implementation, this evaluation is carried out by preparing what will be done by Santri by having a work program (if Santri is the administrator of the organization / Lajnah). If Santri serves as the imam of prayer, then before going forward, the reading is faced / listened to first by the Ustadz on duty.	Work program evaluation

Evaluation is carried out regularly every week in the form of weekly reports, which aim to evaluate the performance and progress of the students. This process involves deliberation between Ta'mir Mosques to plan evaluations and gather obstacles and areas that need improvement for the good of the students or members. In its implementation, this evaluation includes the preparation of work programs for students who become administrators of the organization or Lajnah. If the student serves as a prayer imam, the evaluation is carried out by ensuring that the recitation has been listened to by the ustadz on duty before carrying out his duties.

Table 7. The power of the success of the assignment method at the Ta'mirul Islamic Boarding School Surakarta

No	Transcript	Keywords
1.	Mutual understanding between managers and good cooperation.	<ul style="list-style-type: none"> <li>• Mutual understanding between managers</li> <li>• Teamwork</li> </ul>
2.	Support from Asatidz and friends	Backing
3.	Encouragement from friends and prayers to Allah S.W.T	Spirit
4.	What is a strength is our cooperation from one part or even cooperation between parts helps between parts	Cooperation
5.	Cooperation, sincerity, patience, goodwill, and communication of every part and guidance	<ul style="list-style-type: none"> <li>• Teamwork</li> <li>• The Coil Cluster</li> <li>• Patience</li> <li>• Muhasabah</li> <li>• Communication</li> </ul>
6.	By applying duties to the Santri, it is hoped that Santri will be able to become a strong person, good morals, have a soul that is responsible both to himself and to other affairs	<ul style="list-style-type: none"> <li>• Strong person</li> <li>• Good character</li> <li>• Responsible soul</li> </ul>

Cooperation and mutual understanding between administrators is the main key, supported by support from Asatidz and friends as well as high enthusiasm and prayers to Allah SWT. Strength lies in cooperation among all parts, which is based on the principles of cooperation, sincerity, patience, goodwill, and good communication. Through giving tasks to students, the hope is that they can develop strong personalities, good morals, and a responsible spirit towards themselves and others.

Table 8. The assignment strategy at Ta'mirul Islamic Boarding School Surakarta can be adjusted to Islamic values and teachings

No	Transcript	Keywords
1.	Assignment of duties and responsibilities in accordance with Islamic values, to live the teachings of Islam	Reviving the teachings of Islam
2.	Give responsibility for the cleanliness of part of the Faith	Cleanliness is part of the Faith
3.	Giving responsibility by not neglecting obligations to Allah S.W.T	Obligations to Allah
4.	It can be the values of Islamic teachings, because they are educated in the discipline of praying 5 times, etc.	Disciplined prayer 5 times
5.	That is to exemplify the nature of the Prophet and his companions to guide Santri and the formation of student character	Echoing nature Rasullulah and friends
6.	The assignment strategy here is in accordance with the values and teachings of Islam because it strengthens self-responsibility so that Santri has good leadership traits for the community to come	Strengthening Santri's responsibilities

The provision of duties and responsibilities in accordance with Islamic values aims to revive the teachings of Islam, by considering cleanliness as part of faith and not neglecting obligations to Allah SWT. Discipline in performing the five daily prayers is also part of the values of Islamic teachings. The assignment strategy, which is implemented in accordance with Islamic religious

values and teachings, aims to strengthen the self-responsibility of students so that they have good leadership traits for the future of society. This also includes an effort to emulate the nature of the Prophet and his companions to guide and shape the character of the students.

## Discussion

Student organizations are not only a place to manage activities and initiatives, but also a means to foster an attitude of collective responsibility and cooperation in the pesantren community. Assignments and recitations stimulate students to actively learn both individually and in groups (Krishnamuty, 2015) With assignments, it can foster new habits in students, especially to find and find their own ways to complete the tasks given and allow them to obtain permanent results (Prasetyo & Brataningrum, 2022). Through assignments, students will be involved and function themselves from various activities and tasks (Fatmawati et al., 2020).

One of the learning methods that teachers can apply in the learning process is the assignment method (Prasetyo & Brataningrum, 2022). With assignments, it can foster new habits in students, especially to find and find their own ways to complete the tasks given and allow them to obtain permanent results (Prasetyo & Brataningrum, 2022). Assignments can be used as evidence of leadership traits possessed by students (Tahara & Pujiati, 2018).

The types of tasks or activities in the assignment strategy at the Ta'mirul Islamic Boarding School Surakarta cover various aspects. First, there are organizations ranging from the lower levels such as rooms, classrooms, then rayon, to Lajnah Khidmat, emphasizing the importance of leadership formation and cooperation at various levels. Furthermore, responsibility for the cleanliness of the cottage shows the importance of discipline and responsibility towards the living environment. In addition, responsibility for language activities, both at the rayon level and in general, emphasizes the importance of language learning in student development. Mukadhoroh (Speech) and the improvement of language and discipline show an emphasis on effective communication and discipline. Discipline and leadership training are emphasized as important aspects in the formation of student character, involving the development of practical skills as well as moral and ethical values. Finally, responsibility in various roles, such as Lajnah Khidmat, Janitor, Friday Prayer Khotib, Imam, and Daily Prayer Officer, emphasizes the application of responsibility in various contexts of student life, both in organization and daily worship.

The encouragement in the assignment strategy at Ta'mirul Islamic Boarding School Surakarta to strengthen students' leadership character is as follows: First, the assignment strategy aims to form students who are ready to lead, preparing them to face challenges in society with good leadership abilities. Second, moral and spiritual support from Ustadz provides additional motivation and strength for students in carrying out their duties. Third, the direction from Asatidz and the leadership of the Islamic boarding school provides the guidance needed for the personal and spiritual development of students in training leadership. Fourth, assignments in Islamic boarding schools are not only about completing tasks, but also about having a long-term positive impact on the personal development and future careers of students.

Factors supporting leadership character (Efendi et al., 2023) including: supporting a conducive and religious school environment, both the school environment and the environment around the school, all units play an active role, and supporting infrastructure. As well as good cooperation between the school and parents with a regular home visit program in growing student character. The supporting factor in instilling leadership character values (Dwijayanti & Supriyadi, 2023) is through scout extracurricular activities with support from schools such as adding scout coaches, providing tools to support scout activities, and participating in scout

competitions. Supporting factors for character building are facilities and infrastructure, learning books, assignments, extracurricular activities, teacher motivation, parents and students. Factors inhibiting character building, namely time, environment, number and nature of students, lack of parental support for children's learning process, and the ability of different students (Amalia & Maulida, 2023).

## Conclusion

Based on the results of the study, it can be concluded that the PAI learning assignment strategy has a significant impact in strengthening the leadership character of students at the Ta'mirul Islamic Boarding School Surakarta. First, research shows that student leadership assignment strategies are effective in helping students develop an appreciation for Islamic values. With well-designed assignments based on the teachings of Islam, students can actively engage in religious practices and deepen their understanding of Islam. This makes an important contribution in the formation of student character based on Islamic values, so that students can become leaders who are able to integrate religious principles in every aspect of their lives. Second, research confirms that the development of students' leadership character is significantly related to the implementation of assignment strategies. The assignment strategy applied at Ta'mirul Islam Islamic Boarding School has been proven to be able to shape students' leadership attitudes through assignments that strengthen responsibility, discipline, cooperation, and moral values rooted in Islamic teachings. Thus, the PAI learning assignment strategy makes a meaningful contribution in the formation of student leadership character at the Ta'mirul Islamic Boarding School Surakarta, as well as strengthening the relevance of Islamic religious education in the context of developing the leadership of the younger generation. This shows the importance of the role of assignment strategies in the context of Islamic religious education to prepare the younger generation to become responsible leaders and noble morals.

## Acknowledgment

I would like to express my deepest gratitude to all those who have contributed to the completion of this research endeavor. First and foremost, I extend my heartfelt appreciation to the administration, faculty, and staff of Pondok Pesantren Ta'mirul Islam Surakarta for their invaluable support and cooperation throughout the research process. Their willingness to share their insights and provide access to resources has been instrumental in the success of this study. I would also like to express my gratitude to the Islamic Education Study Program, Postgraduate Program, Mambaul Ulum Islamic Institute Surakarta for their support in the implementation of this research. The University's contribution in providing facilities, advice, and technical support has been very helpful in the smooth running of this research. Lastly, I express my gratitude to Allah SWT for granting me the opportunity, resources, and perseverance to undertake this research. May His blessings continue to guide and inspire me in all my future endeavors.

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