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Patterns of Student Management in the OPPM Student Shop Cooperation Activities

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Abstract

Through activities in the Student Shop Cooperation Section of the Modern Islamic Boarding School Student Organization (OPPM) of Pondok Modern Darussalam Gontor Putri 1, this study seeks to examine how female students develop independent character. This study employs a descriptive design and a qualitative methodology. Participatory observation, semi-structured interviews, and documentation studies were used to gather data from research subjects, which included administrators, Cooperation advisers, and student shop Cooperation members. Throughout the phases of data condensation, data display, conclusion drawing, and verification, data analysis was done interactively. The study's findings show that an organized student management pattern, which includes organizing, planning, carrying out, and assessing Cooperation activities, helps female students develop independent character. The development of emotional, financial, intellectual, and social independence is facilitated by female students' participation in Cooperation management. The Islamic boarding school's student shop Cooperation serves as both an economic entity and a vehicle for character education grounded in ongoing habituation and real-world experiences. According to the study's findings, integrating student management with Cooperation learning activities is a successful tactic for helping female students develop independent personalities. The results of this study are anticipated to have both practical consequences for the administration of student organizations centered on character formation and theoretical contributions to the advancement of character education studies in Islamic boarding schools.

Keywords: character education, independence character, student cooperation, student management, islamic boarding school

INTRODUCTION

A key concern in modern Islamic education is the cultivation of autonomous character, especially in light of the problems of globalization, social dependence, and the waning sense of responsibility in the younger generation (Lickona, 2021). According to Kurniawan (2022), independence is defined as a person's capacity to meet their own demands as well as their emotional, intellectual, social, and economic facets, all of which are acquired through a methodical and ongoing educational process. Independent character education is crucial in the context of Islamic boarding schools, or pesantren. This is because the pesantren education system places students in a 24-hour boarding environment, which facilitates the internalization of values through direct practice of organizational life, habituation, and role models. (Anwar and Sutrisno, 2021).

Independent character education works well when incorporated into extracurricular activities and student organizations, according to a number of recent research (Rahmawati et al., 2023). However, few of these studies look at student organizational entities with direct management and financial responsibility, like student Cooperations, and the majority concentrate on the setting of formal schools or broad extracurricular activities. Actually, it is thought that organizations with internal public service and

financial management duties have a lot of potential to fully develop students' independent character, particularly in the areas of social and economic independence (Fauzi & Hidayat, 2022).

The Modern Islamic Boarding School Student Organization (OPPM) is the main vehicle for character education and student leadership at contemporary Islamic boarding schools. Nevertheless, there are still relatively few empirical research explicitly looking at how student administration in student Cooperations helps female students develop independent character (Yusuf & Mahmud, 2021). Prior studies typically address character education or student management in general from a normative standpoint, without connecting it to the real managerial actions taken by students in the economic units of Islamic boarding schools (Pratiwi, 2024).

As a result, there is a research vacuum in the following areas: (1) the study does not particularly address student Cooperations as a setting for character education; and (2) there is a dearth of studies that combine the holistic aspect of female student independence with the idea of student administration. Based on this gap, the purpose of this article is to examine how the planning, organization, execution, and assessment of Cooperation activities contribute to the development of female students' emotional, economic, intellectual, and social independence through activities in the Student Shop Cooperation Section of the OPPM Pondok Modern Darussalam Gontor Putri Campus 1. As part of the character education program at the Islamic boarding school, this study also attempts to determine the factors that facilitate and hinder the application of this student management style.

The research's novelty is found in: (1) bolstering the idea that student Cooperations are strategic tools for teaching female students to be independent rather than just economic units of Islamic boarding schools; (2) fusing the student management framework with female students' economic practices in the context of contemporary Islamic boarding schools; and (3) offering an empirical contribution to the creation of a relevant and contextual model of character education based on student organizations. As a result, it is anticipated that this article will contribute to the body of knowledge in Islamic education studies and operate as a useful guide for managers of Islamic boarding schools when creating initiatives for students' long-term development of autonomous character.

METHOD

This study employs a descriptive design and a qualitative methodology. Because the study intends to gain a thorough understanding of how female students develop their independent character through organizational activities, particularly in the Student Cooperation Section of the Student Organization (OPPM) of the Darussalam Gontor Putri Modern Islamic Boarding School, Campus 1, the qualitative approach was selected. In the setting of an Islamic boarding school, this method enables researchers to investigate the meanings, values, and social dynamics that emerge within the student management practices that female students naturally carry out (Creswell & Poth, 2021).

This study uses a qualitative descriptive design and is conducted in the field. Because the data were gathered directly from the subjects and the social contexts under study, field research was used to depict the empirical reality of female students' development of independent character through everyday organizational experiences (Merriam & Tisdell, 2023). The forms of student Cooperation activities, student management styles, and their effects on female students' emotional, financial, intellectual, and social independence were all methodically described using the descriptive approach.

This study was carried out in the Student Cooperation Section of the OPPM at the Darussalam Gontor Putri Modern Islamic Boarding School, Campus 1. Supervisors of the student shop Cooperation, core administrators of the Cooperation, and female students who are members of the Cooperation comprised the research subjects. Because they are actively involved in the planning, execution, and assessment of Cooperation activities as part of student management, the selection of subjects was done purposefully (Etikan et al. 2021)

Three primary methods were used in the data collection process: semi-structured interviews, documentation studies, and participant observation. Direct observations of female students' Cooperation management activities, including task distribution, financial management, service delivery, and member social interactions, were conducted. Researchers can gain a contextual understanding of the habit patterns that support the formation of independent character by participatory observation (Guest et al., 2024).

Supervisors and Cooperation administrators were interviewed to learn more about their perspectives, experiences, and student management techniques for helping female students build independent character. In order to provide researchers with a methodical yet adaptable question guide for obtaining comprehensive data, the semi-structured interview approach was used (Kvale & Brinkmann, 2022). The Cooperation's activity calendar, evaluation reports, archives of female student development policies, and the OPPM's organizational structure were among the documents. The findings of observations and interviews were reinforced by documentary material (Bowen, 2021).

| Participant Category | Number | Role in the Study | Data Collection Techniques |
|--|---|--|----------------------------|
| Student Shop Cooperation Supervisors | 18 persons | Providing guidance, direction, and evaluation of Cooperation activities and the development of students' independent character | Interviews, documentation |
| Core Management of the OPPM Student Shop Cooperation | 1 group (± Chairperson, Secretary, Treasurer) | Managing the planning, organizing, and implementation of student Cooperation activities | Interviews, observation |
| Members of the OPPM Student Shop Cooperation | ± 13 female students | Carrying out Cooperation operations and directly experiencing the process of independent character development | Observation, interviews |
| Organizational and Activity Documents | – | Supporting data related to organizational structure, activity schedules, and Cooperation evaluation reports | Documentation |

Using the Miles, Huberman, and Saldaña methodology, which consists of (1) data condensation, (2) data presentation, and (3) conclusion drawing and verification, data analysis was done interactively. This model was selected because it occurs concurrently with the study process and is pertinent for analyzing qualitative data obtained from different data collection procedures (Miles et al., 2020).

In order to gain a complete picture of the contribution of student Cooperation management to the formation of independent character, the examined data were then grouped based on the characteristics of student independence: emotional, economic, intellectual, and social independence.

This study used triangulation of methods and sources to guarantee data validity. In order to do triangulation, information from supervisors and students was compared with data from observations, interviews, and documentation. This tactic seeks to improve the validity and dependability of the study's conclusions (Lincoln & Guba, 2021).

RESULTS AND DISCUSSION

Patterns of Student Management in the OPPM Student Shop Cooperation Activities

According to the research findings, a methodical and long-lasting student management model that includes organizing, planning, carrying out, and assessing activities is used to help female students in the Student Shop Cooperation Section of the OPPM develop their independent character. With the help of the Cooperation section supervisors, the OPPM administrators routinely apply this strategy. The daily, weekly, monthly, and annual work programs of the Cooperation are developed with the participation of female students during the planning phase. They can learn how to prioritize tasks, set goals, and comprehend group responsibility within the company thanks to this involvement. This approach is consistent with research showing that student participation in organizational planning fosters the growth of self-reliance and accountability (Fauzi & Hidayat, 2022).

The chairperson, secretary, treasurer, and operational members all have distinct responsibilities that are carried out during the organizational stage. Each female student is given tasks based on their abilities, but they must still be able to switch between roles as necessary. According to Yusuf and Mahmud

(2021), this trend demonstrates that student management in student Cooperations is focused on character development through firsthand experience in addition to work effectiveness.

In the implementation of the OPPM Student Shop Cooperation, student management patterns play a critical role in determining the effectiveness and sustainability of the Cooperation activities. The management pattern can be broadly conceptualized through planning, organization, coordination, implementation, and evaluation, which align with fundamental management functions in organizational studies. In the context of student Cooperations, such patterns are not only operational but pedagogical – shaping students' leadership, responsibility, and entrepreneurial competencies.

First, strategic planning and structured role assignment form the backbone of student management in Cooperation activities. Effective planning involves determining clear objectives, creating work programs, and setting timelines that guide Cooperation operations. Leaders and core management teams establish detailed management frameworks that ensure students engage with real-world decision-making (Ramadhani & Ummah, 2024). This structured pattern ensures students exercise autonomy while aligning activities with Cooperation goals.

Next, the delegation of roles and responsibilities according to competencies enhances accountability and participation among student members. For example, core management responsibilities – such as finance, inventory, and service coordination – are distributed among students with clear expectations and performance indicators. Such role distribution reflects Cooperation education principles that emphasize member participation and leadership development. Research indicates that Cooperation management systems which assign structured roles contribute significantly to operational efficiency and student engagement.

Additionally, routine deliberation and evaluation facilitate continuous improvement and reflective learning. Meetings such as Cooperation councils enable students to assess performance outcomes, address challenges, and integrate feedback into subsequent planning cycles. These deliberative practices reflect participatory management patterns, where collective decision-making strengthens ownership and reinforces students' confidence in managing business units. Research from recent Cooperation studies also highlights that student Cooperations can serve as practical platforms for managerial and entrepreneurial skill development. Engagement in Cooperation governance, financial planning, and member services exposes students to real organizational challenges, enhancing both cognitive and behavioral competencies (Indrajaya, 2025).

In summary, the pattern of student management in the OPPM Student Shop Cooperation is characterized by strategic planning, structured role distribution, participatory decision-making, and ongoing evaluation. These patterns not only ensure effective Cooperation functioning but also contribute meaningfully to the development of independent, responsible, and entrepreneurial students. Integrating these management practices into Cooperation activities underscores the dual role of student Cooperations as both economic institutions and educational environments.

Forms of Cooperation Activities as a Medium for Building Independence

According to observations and interviews, the student shop Cooperation's operations are the main way that female students develop their independence in a variety of ways. With little guidance from their mentors, the students handle tasks including store maintenance, customer service, transaction documentation, inventory management, and daily financial report submission on their own.

Because the students receive training in financial management, cash flow comprehension, and accountability for reporting openness, these methods promote economic independence. This result is consistent with study by Rahmawati et al. (2023), which discovered that student independence and financial literacy can be enhanced by leading a school economics unit.

Additionally, students' intellectual freedom is fostered via internal discussions to handle Cooperation concerns like financial disparities or assignment schedule allocation. They are urged to exercise critical thinking, make choices, and accept accountability for solutions that both parties can agree upon. The student Cooperation functions as a social and intellectual testing ground for character education, as this pattern illustrates.

Forms of Cooperation activities in education serve not merely as operational tasks but as experiential learning platforms that significantly contribute to the development of students'

independence. Cooperation activities involve structured participation in planning, management, decision-making, and service delivery — all of which provide students with authentic opportunities to exercise autonomy, accountability, and self-regulation (Indrajaya, 2025). These experiences shift students from passive recipients of instruction to active decision-makers, thereby fostering their ability to think independently and act responsibly within a group context.

Firstly, involvement in practical Cooperation tasks such as scheduling operations, managing inventory, handling customer service, and recording financial transactions inherently requires students to practice independent problem-solving and decision-making. This aligns with findings in educational research which show that Cooperation pedagogies enhance students' self-directed learning and autonomy by embedding responsibility within routine activity structures (Utami & Soenarto, 2025). Such activities simulate real-world management roles, compelling students to engage in planning, evaluate outcomes, and adjust strategies without constant external guidance.

Moreover, Cooperation activities promote positive interdependence and collaboration, where students understand that individual success is linked to collective effort. This environment encourages students to take initiative, communicate assertively, and navigate interpersonal challenges independently — essential dimensions of social and emotional independence (Tran Ngoc Tuong Nguyen & Duong Thi Kim Oanh, 2025). Participation in team-based Cooperation tasks thus nurtures a sense of ownership and self-efficacy, as students learn to rely on their own judgment while working toward shared goals.

In addition, Cooperation frameworks like regular evaluation meetings and reflective dialogues provide systematic opportunities for students to assess their own performance and make autonomous adjustments. Such reflective practices reinforce metacognitive skills — enabling students to monitor, evaluate, and direct their own learning processes. The combination of decision-making in coordination with peers and iterative reflection helps students internalize standards of self-management and accountability that underpin independent character development.

In essence, the diverse forms of Cooperation activities serve as pedagogical mechanisms for building independence by immersing students in roles that require autonomous decision-making, collaborative responsibility, and reflective self-assessment. Through these practical engagements, students not only learn the operational aspects of Cooperation management but also cultivate independent attitudes and behaviors applicable beyond the school environment.

The Formed Independent Character's Dimensions

According to data analysis, the character of female students' independence formed through the activities of the student shop Cooperation includes four main dimensions: (1) Emotional independence, as demonstrated by their capacity to manage Cooperation finances honestly and responsibly; (2) Economic independence, as demonstrated by their capacity to independently solve Cooperation operational problems; (3) Intellectual independence, as demonstrated by their capacity to interact, cooperate, and serve others with a professional attitude; and (4) Social independence.

Independent character in students is a multidimensional construct encompassing cognitive, emotional, social, and behavioral aspects that contribute to an individual's capacity to act autonomously and responsibly (O.M. Ventista & C. Brown, 2023). In the context of Cooperation activities, these dimensions are developed through active engagement, reflective practices, and collaborative responsibilities, thereby forming a holistic profile of independence in students' daily interactions and decision-making processes.

Cognitive independence refers to students' ability to think critically, solve problems autonomously, and make informed decisions when faced with challenges (Tran Ngoc Tuong Nguyen & Duong Thi Kim Oanh, 2024). Within the Cooperation framework, students encounter real-world operational problems — such as financial discrepancies or customer service dilemmas — which require analytical reasoning and decision-making without constant supervision. Such opportunities stimulate students to refine their cognitive strategies and adopt a proactive mindset.

Emotional independence is expressed through self-regulation, resilience, and the capacity to manage affective responses in stressful or demanding situations (O.M. Ventista & C. Brown, 2023). Participating in Cooperation activities exposes students to interpersonal conflicts, time pressures, and accountability demands. Navigating these emotional landscapes encourages students to regulate

emotions, respond constructively to feedback, and sustain motivation — all indicators of emotional maturity and independence.

Social independence highlights students' ability to interact effectively with others, communicate assertively, and contribute meaningfully within groups (Nerea Martinez Yarza, et.al., 2024). Cooperation activities inherently involve collaboration, negotiation, and mutual problem-solving. Students learn to articulate their ideas, listen to peers, and take shared responsibility for outcomes, which strengthens social skills conducive to independent functioning in educational and professional contexts.

Behavioral independence reflects consistent responsible actions, self-initiated behaviors, and adherence to ethical standards in fulfilling tasks (Nerea Martinez Yarza, et.al. 2024). Students engaged in Cooperation roles — such as managing inventory or handling finances — demonstrate accountability by completing assigned duties accurately and on time. Such consistent behavior reinforces a disciplined and intentional approach to work, which is a core dimension of independent character.

Overall, these dimensions interact synergistically, shaping students who are not only capable thinkers and resilient individuals but also socially adept and behaviorally responsible actors. Cooperation activities thus provide a comprehensive context in which the cognitive, emotional, social, and behavioral dimensions of independent character are formed and reinforced through situated experiential learning.

Table 2. Forms of Cooperation Activities and Independent Character of Santriwati

| No | Forms of Cooperation Activities | Dimension of Independence Developed | Indicators of Students' Behavior |
|----|--|---|--|
| 1 | Preparation of Cooperation work programs | Intellectual independence | Ability to plan activities, set priorities, and make decisions |
| 2 | Distribution of management duties | Social independence | Responsibility toward assigned tasks and effective teamwork |
| 3 | Student shop service activities | Emotional independence | Ability to control emotions and demonstrate professional attitudes |
| 4 | Cooperation financial management | Economic independence | Honesty, accuracy, and responsibility in financial record-keeping |
| 5 | Regular evaluation and deliberation meetings | Intellectual and emotional independence | Ability to reflect on mistakes and accept constructive criticism |

These results support the idea that when students are actively engaged in real-life activities that require accountability and consistency, independent character education is successful (Lickona, 2021; Kurniawan, 2022).

Developing Self-Reliant Character via Collaborative Student Management

According to the research findings, a structured student management system that includes planning, organizing, implementing, and evaluating is how female students in the Student Cooperation Section of the OPPM Pondok Modern Darussalam Gontor Putri Campus 1 develop their independent character. This result demonstrates that student management serves as a teaching tool for character education in addition to being a system for student administration. This is consistent with the theory of character education, which highlights the role of experiential learning in internalizing values (Lickona, 2021).

Female students' participation in the Cooperation's organization and administration shows that independence is not taught in a normative manner but rather is acquired by direct practice and habit. This result supports the findings of Sutrisno and Anwar's (2021) study, which found that character education is more successful when children are allowed to participate actively and responsibly in group activities. As a result, the student Cooperation serves as a contextual learning tool that incorporates cognitive, emotive, and psychomotor elements all at once (Utami, S., & Soenarto, S. 2015).

Developing a self-reliant character in students is increasingly recognized as a vital educational outcome that goes beyond academic achievement to include personal agency, accountability, and adaptive capacity (Trihantoyo, S. et.al., 2023). Collaborative student management in Cooperation settings offers a powerful mechanism for nurturing these attributes. By engaging students in shared decision-making, management of resources, and collective problem-solving, collaborative management fosters a sense of self-efficacy and independent functioning that is integral to self-reliant character development.

Collaborative student management emphasizes shared responsibility, where students are jointly accountable for planning, executing, and evaluating Cooperation activities. This approach aligns with contemporary educational paradigms that prioritize participatory learning and distributed leadership (Lee & Tan, 2024). When students collaboratively manage tasks such as financial administration, scheduling, or service delivery, they transition from passive participants to active agents who must negotiate, strategize, and make decisions with their peers. These experiences strengthen their capacity to act autonomously within social structures and to take ownership of outcomes.

Moreover, collaborative management nurtures self-regulation and reflective practice—two core elements of self-reliance. In Cooperation settings, students regularly monitor their group’s performance, reflect on challenges, and adapt their strategies, which reinforces metacognitive skills and self-adjustment. Research shows that when students participate in Cooperation governance and engage in reflective dialogue, their ability to self-direct learning and behavior improves significantly (Jiejie Lyu et al., 2023). Such reflective processes deepen students’ understanding of their strengths, limitations, and pathways for growth.

The social nature of collaborative management also cultivates interpersonal competencies such as communication, conflict resolution, and consensus building—skills that are directly linked to self-reliance in diverse contexts (Nerea Martinez Yarza, et.al, 2025). Students learn to express opinions, negotiate differences, and work toward mutually beneficial outcomes without over-reliance on external authority figures. These social competencies complement individual initiative, enabling students to navigate both autonomous and collaborative roles with confidence.

Overall, collaborative student management does not merely distribute tasks among participants—it creates a shared learning ecology where self-reliant character is developed through meaningful engagement, mutual accountability, and reflective practice. By embedding students in roles that require cooperation, leadership, and reflective decision-making, Cooperation activities support the cultivation of self-reliance that students can transfer to academic, personal, and future professional environments.

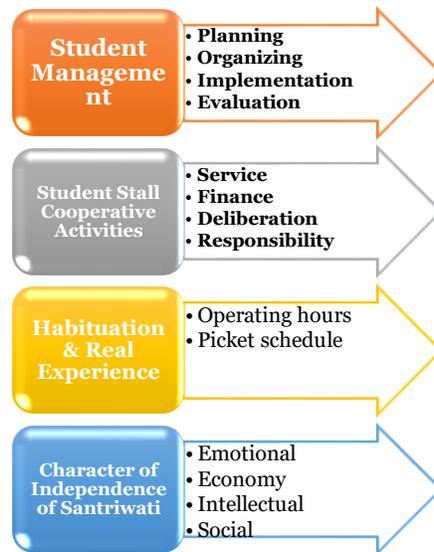


Figure 1. The OPPM Student Shop Cooperation's Model of Student Independence Character Development

Student Cooperations as a Tool for Developing Social and Economic Independence

The development of female students' economic independence through active participation in Cooperation financial management, including transaction recording, stock management, and financial reporting, is one of the study's key findings. This result supports the idea that school or Islamic boarding school economic units can successfully foster financial literacy and responsibility (Rahmawati et al., 2023). In the setting of Islamic boarding schools, student Cooperations promote the virtues of integrity, dependability, and accountability in addition to material gain.

The study shows how service contacts, cooperation, and internal conflict resolution help female students achieve their social independence in addition to their economic independence. According to research by Fauzi and Hidayat (2022), internal public service-based groups can be a useful instrument for helping students improve their work ethics and social skills. As a result, student Cooperations act as social laboratories, teaching female students to live responsibly and freely in the community.

Student Cooperations have gained recognition not only as business entities but also as educational environments that nurture social and economic independence. (Lee, HyunKyung; Mori, Carolyn, 2021) By engaging students in Cooperation operations, management, and service delivery, these organizations provide experiential learning contexts that extend beyond classroom theory into real-world practice. As a result, students develop competencies in social interaction, economic decision-making, and financial responsibility that are essential for autonomous functioning in broader society (Ramadhani, N., & Ummah, N. I. 2024).

From a social perspective, participation in student Cooperations fosters communication skills, teamwork, and leadership. Cooperation activities require students to interact with peers, negotiate task allocations, and resolve conflicts, thereby enhancing their capacity for constructive collaboration. Research shows that Cooperation learning environments promote positive social interdependence and improve interpersonal skills, which contribute to students' social autonomy and confidence in engaging with diverse stakeholders (David W. Johnson and Roger T. Johnson, 2024). Such social competencies prepare students to navigate complex social settings, strengthening their ability to work independently within groups while maintaining shared goals.

Economically, student Cooperations act as micro-enterprises where students gain hands-on experience in budgeting, financial planning, and market interaction. By participating in financial record-keeping, pricing decisions, and revenue allocation, students cultivate economic literacy and responsible financial behaviors. Evidence suggests that involvement in Cooperation economic activities enhances students' understanding of economic principles and fosters financial self-efficacy, a critical component of economic independence (Muhammad Hasan, et.al. 2024). This form of practical engagement empowers students to make informed economic decisions, manage resources effectively, and apply entrepreneurial thinking in future endeavors.

Furthermore, student Cooperations encourage entrepreneurial mindsets by offering students a platform to experiment with ideas, respond to consumer demands, and innovate services or products. This entrepreneurial engagement contributes to both social networking and economic creativity, motivating students to seek opportunities that transcend traditional academic roles (Jiejie Lyu, et.al. 2023). As students build relationships with Cooperation members, customers, and external partners, they expand their social capital and economic agency — essential elements for self-guided participation in the workforce and community.

Overall, student Cooperations serve as holistic educational tools that integrate social and economic learning pathways. Through active engagement in Cooperation governance and operations, students build social autonomy, economic competence, and entrepreneurial resilience, which are foundational to independent functioning in personal and professional domains.

Developing Organizational Habits to Strengthen Emotional and Intellectual Independence

The study's findings demonstrate that when female students participate in more Cooperation activities, they become more capable of handling emotions, work pressure, and organizational conflict. This result is consistent with the theory of character development, which holds that encounters with real-life obstacles and autonomous decision-making foster emotional independence (Kurniawan, 2022). In order to help female students reflect on their mistakes and change their mindsets, the student shop

Cooperation's frequent review and continuous coaching are essential.

Additionally, intellectual independence is strengthened when female students participate in discussions and work together to solve operational difficulties. This result is consistent with research by Pratiwi (2024), which discovered that student organizations run autonomously can enhance critical thinking and decision-making abilities. This procedure is essential in the context of Islamic boarding schools since the moral and spiritual principles that guide Islamic education are inextricably linked to academic independence.

Developing organizational habits among students is pivotal in fostering emotional and intellectual independence. Organizational habits refer to structured routines, reflective practices, goal setting, and sustained engagement in tasks that require planning, coordination, and self-monitoring. Through repeated practice of these habits within Cooperation settings, students internalize behaviors that support independent thought and emotional regulation, foundational competencies for personal and academic success (Ramadhani, N., & Ummah, N. I. 2024).

Emotional independence in students is increasingly associated with their ability to regulate emotions, maintain focus amidst challenges, and engage in constructive reflection on experiences (Jiejie Lyu, Deborah Shepherd, Kerry Lee, 2023). Organizational habits such as regular planning sessions, task reflections, and scheduled evaluations in Cooperation activities provide students with predictable frameworks where they can practice emotional self-management (Trihantoyo, S. et.al., 2023). These routines create opportunities for students to respond to peer feedback resiliently, adjust strategies when faced with setbacks, and balance Cooperation responsibilities with personal goals. Research demonstrates that structured organizational practices in educational settings significantly contribute to the development of emotional self-regulation and adaptive coping strategies (Ramadhani, N., & Ummah, N. I. 2024).

Similarly, intellectual independence — the capacity to engage in autonomous reasoning, critical analysis, and meaningful decision-making — is cultivated through systematic organizational engagement. Organizational habits that encourage reflective inquiry, such as planning meetings and project evaluations, stimulate students to articulate goals, assess outcomes, and refine plans without excessive external guidance (Singh & Allen, 2025). Through participation in these routines, students learn to take ownership of their intellectual processes, critically evaluate alternatives, and justify decisions based on evidence and rationale rather than reliance on authority figures.

Furthermore, embedding organizational habits into Cooperation activities supports the development of self-directed learners who can set meaningful goals, monitor progress, and make adjustments independently (Siswanto, S., 2024). As students repeatedly engage in structured planning, scheduling, and reflection, these habits become internalized, enabling students to apply similar processes outside the Cooperation context — whether in individual academic pursuits or personal life challenges.

In essence, organizational habits formed through Cooperation routines not only streamline task management but also serve as mechanisms for strengthening both emotional and intellectual independence. By providing repeated opportunities to plan, reflect, and evaluate within a structured context, Cooperation activities empower students to develop self-regulatory competencies that are transferable across diverse life domains.

Encourage and Prevent Factors Character Education in Islamic Boarding Schools: Consequences of the Results

The study found a number of contributing elements, such as: (1) careful preparation of the activities, (2) consistent mentorship, and (3) students' understanding of the organization's purpose. These elements increase the efficiency of student management in fostering self-reliance.

Individual character differences among students, such as variations in discipline, work endurance, and adaptability, are the main cause of the identified hindering factors. However, with consistent coaching and review, these challenges may usually be reduced. This result is consistent with Pratiwi's (2024) assertion that a typical obstacle to the implementation of organization-based character education is individual character disparities.

The study's findings theoretically support the idea that autonomous character education works best when combined with a real-world activity-based student management system. This result supports earlier studies that have tended to confine character education to the curriculum or normative domain (Yusuf &

Mahmud, 2021). This study shows that at contemporary Islamic boarding schools, student Cooperation units can function as a model for relevant, long-lasting, and contextual character education.

From a practical standpoint, these results suggest that Islamic boarding schools should maximize the function of student groups, especially economic units, as a crucial component of the character education program. It has been demonstrated that a comprehensive sense of freedom in female students is fostered by consistent guidance, organized evaluation, and trust. As a result, student Cooperations are not just a way to provide for the needs of students but also a strategic tool for developing a generation of female students who are self-reliant, accountable, and moral.

CONCLUSION

This study concludes that by integrating integrated student management into the organization's operations, female students in the Student Cooperation Section of the OPPM Pondok Modern Darussalam Gontor Putri Campus 1 develop independent character in a methodical manner. Through practical experiences and continuous practice, this management pattern—which includes organizing, planning, carrying out, and assessing Cooperation activities—has been successful in fostering ideals of independence.

The findings demonstrate that female students' direct participation in Cooperation management fosters their social, intellectual, emotional, and financial independence. Students' ability to control their emotions and work obligations is a sign of emotional independence; their ability to handle money sensibly and honestly is a sign of economic independence; their ability to solve problems and make decisions is a sign of intellectual independence; and their cooperation and professional service are signs of social independence. These results demonstrate that Islamic boarding schools' student Cooperations serve as both strategic instruments for character teaching and as economic entities.

This study theoretically supports the idea that incorporating autonomous character education into a contextual, activity-based student management system will increase its effectiveness. By presenting student Cooperations as a useful and long-lasting tool for character education, this study further broadens the research on character education in Islamic boarding schools. The results of this study have practical implications for Islamic boarding school administrators to maximize the function of student organizations, especially Cooperation units, as a crucial component of the character education system through regular supervision, organized assessment, and the instillation of.

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