

The Role of the Women's Organization 'WISNU' in the Internalization of Character Values in Pesantren

Mustikamah ¹, Farida Ulvi Na'imah ², Dewi Afiatul Qutsiyah ³

¹ Universitas KH. Abdul Chalim; mustikamahmuhsin@gmail.com

² Universitas KH. Abdul Chalim

³ Universitas KH. Abdul Chalim; dewiafiatulqutsiyah@gmail.com

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ABSTRACT

This study examines the internalization of character values in the activities of the Women's Organization "WISNU" at the International Standard Madrasah (MBI) Amanatul Ummah. The research focuses on: (1) identifying the programs and events organized by WISNU, and (2) analyzing how character values are internalized through these activities. A qualitative descriptive approach was employed, with data collected through observation, interviews, and documentation. The findings show that WISNU implements two categories of organizational programs: major events and minor events. Major events include PAKARSAMBI, Ponpesnu, and the MBF (MBI Big Fair). Minor events consist of Islamic Holiday Celebrations (HBI), such as the Prophet's Birthday, Isra' Mi'raj, and Nuzulul Qur'an (Ramadhan), as well as National Commemoration Days (HKN), such as the National Awakening Day. These activities serve not only as organizational traditions but also as media for character education. Character values identified by the Ministry of National Education are mostly reflected in these programs. Out of 18 values, 16 were found to be well-internalized, including religiosity, honesty, tolerance, discipline, hard work, creativity, democracy, curiosity, national spirit, love of the motherland, appreciation of achievement, communication skills, peace, social care, responsibility, and environmental awareness. Two values—*independence* and *interest in reading*—were not yet fully integrated. In conclusion, WISNU organizational programs significantly contribute to character education by embedding most of the core values through both major and minor events.

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Corresponding Author:

Mustikamah

Universitas KH. Abdul Chalim; mustikamahmuhsin@gmail.com

INTRODUCTION

Character Education is one of the efforts made by the government starting from the lowest level of education to the highest level of education with the aim of forming a society that has good ethics, in accordance with the expectations of the nation, therefore, in every level of education must apply and implement the values of character education (Affandi et al. 2025; Ardianto et al. 2023; Haq et al. 2022). so that through students good character will grow through habits that are carried out in the school environment because Character Education cannot be separated from cognitive and intellectual values (Abidin, Fatawi, and Kausar 2025; Abidin and Sirojuddin 2024; Halomoan, Moeis, and Yakubu 2023; Nurulita, Luthfilah, and Susilo 2025). Among the goals to be achieved through the application of character education are developing basic human potential to become individuals who think well, have noble character, and behave well, and efforts to build and improve the nation's civilization (Suryadi 2022)

Character education in educational institutions, both formal and non-formal, is believed to be a strategic solution in overcoming the moral decline of the nation's young generation. A number of studies show that strengthening character through educational institutions has an important role in shaping the personality of the nation's children with integrity (Azhari et al. 2023; Hasanah et al. 2024; Salamah, Mujiono, and Muslihun 2025). From an Islamic perspective, character building has actually been an inseparable part since the beginning of the emergence of Islamic teachings, when the Prophet Muhammad was sent to perfect human morals. Islam emphasizes the importance of internalizing noble values, not only in the aspects of worship and muamalah, but also in daily life (Azkiya, WS, and Hayati 2024; Hasanah et al. 2024; Khasanah et al. 2024; Salamah et al. 2025)

The importance of strengthening the character of the next generation of the nation was also emphasized by Karno, who emphasized that character development must be a top priority in national development. According to him, only with strong character, Indonesia can become an advanced, great, and dignified nation. On the other hand, if character formation is ignored, Indonesia has the potential to become an unappreciated nation, or what he termed a "coolie nation" This expression reflects the concern of the deterioration of the nation's dignity due to weak character (Arifin, Rofiq, and Aliani 2022).

The formation of character is inseparable from the moral values that are the foundation of human personality. Ratna Megawangi explained that morality includes the understanding of good and bad values, while character reflects values such as respect, responsibility, and discipline that are internalized and controlled by individuals. Therefore, structured education, both through formal and non-formal channels, is indispensable to instill these noble values (Arista et al. 2023; Mulyati, Hidayati, and Hariyanto 2020)

In the context of the development of the times marked by the rapid advancement of science, technology, art, and culture, education has a strategic role in adjusting the learning process to remain relevant (Bhila et al. 2025; Hakim et al. 2025; Sunardi and Satori 2024). Islamic educational institutions, in particular, provide direction and guidance so that students are able to face the challenges of the modern era without letting go of religious values that are the grip of life. Islamic boarding schools, as one of the Islamic-based educational institutions, play a central role in instilling Islamic values based on the Qur'an, hadith, and ijtihad. These values are the basis for shaping the character and personality of students (Aniqoh, Ma'arif, and Kartiko 2021; Arif et al. 2023; Black, Mushtaq, and Baddeley 2020)

In educational institutions, the role of organizations is also needed both in building student inspiration and as a way for students to find their hidden talents that cannot be

channeled through formal learning alone (Abdussyukur et al. 2023). Just as the recognition of the understanding of organization in each educational institution is almost the same, namely a group of students who are organized and form cooperation in realizing achievements together in accordance with the determined agreement, it is in line with this understanding that an organization is a group of people who are subject to a common convention to cooperate and interact to achieve a goal. In other definitions, it is interpreted as a structure of human relationships.

In this study, the researcher is interested in researching about "The Implementation of Religious Character Education in the Implementation of the Female Student Organization Program in International Madrasah (MBI)" The researcher is interested in researching the implementation of religious character education in the implementation of all organizational programs in MBI, this is inspired when the researcher attends activities in the program run by the organization, the researcher sees a lot of Religious practices such as large performances that are very amazing, the students display a very evocative and inspiring display by paying close attention to the boundaries between the female and male students, for example in the implementation of the program the female students are in charge of the grand opening, and then the male students who are in the closing section, as well as the roles in a display that they present. With male students even though it was in the same event, they could divide themselves and act out their respective roles, the researcher also witnessed how discipline was very applied as the activity was closed at exactly 22.00 WIB.

Character cultivation in schools is not only through formal learning but also carried out in non-formal learning such as activities in extracurricular programs, early childhood programs, and organizational activities in schools or madrasas. So important is character education in forming a society and nation that has good ethics, so through government programs, character education can be more easily applied in the world of education so that it can achieve the desired goals, The application and implementation of these character values is only given by the government through the laws that have been determined, and the implementation is completely left to the educational institutions that have been determined. This makes the researcher interested in researching how the implementation of character education in MBI, if applied in non-formal learning, namely in the implementation of organizational programs.

METHODS

The approach used in this study is descriptive with a qualitative field research design. The research focus is directed toward examining the internalization of character values in female student organizational events, specifically the WIsSNU organization, even though there are four female student organizations: WIsSNU, Havara, Lapensa, and BKS. WIsSNU was chosen as the main object to ensure the study is more focused and in-depth in obtaining the necessary data. Through a qualitative method, the researcher explored and analyzed descriptive data obtained naturally in the field, emphasizing the implementation of character education in WIsSNU organizational programs.

The research setting refers to the location selected by the researcher to study a case in accordance with expert theories. As stated by Sukmadinata, the selection of a research location relates to a unit, group, or place where a group of people is involved in an event (Sukmadinata, 2016:102). Based on this, the study was conducted at the XI Grade Female Class of the International Standard Madrasah Program (MA Unggulan MBI), Pondok Pesantren Amanatul

Ummah Pacet Mojokerto, since this institution has highly active student organizations that channel students' ideas and inspirations while maintaining their pesantren identity.

Data collection techniques in this research included observation, interviews, and documentation (Sugiyono 2008). Observation was used to directly observe the implementation of female student organizational programs, such as art performances and other activities, in order to gain a real picture of creativity and the implementation of character education. Interviews were conducted with female student organization leaders, supervising teachers, and other teachers who experienced the benefits of organizational activities, thus providing more detailed and in-depth data. Meanwhile, documentation was used to gather information from written sources, such as organizational handbooks, activity reports, and student work programs. These three techniques complement each other in producing valid data for further analysis regarding the internalization of character values in female student organizations.

FINDINGS AND DISCUSSION

Event organization "WISNU"

Based on the results of observations, interviews, and documentation conducted by researchers, the implementation of WISNU organizational activities is divided into two main categories, namely large-scale activities/events and small-scale activities/events. This category is determined based on several factors such as the parties involved, funding, duration of implementation, and the purpose of the activity. Activities that are relatively small are usually only intended for MBI Amanatul Ummah students with financing that is not too large, while activities that are relatively large involve various parties, including outside schools, with a much larger budget and duration.

One of the coaches of the women's organization explained that the big activities in the WISNU organization were supported by funds from students and guardians of students, especially class XI students who became the core committee, especially in the implementation of the MBF event. The three major programs that are the mainstay of the WISNU organization are PAKARSAMBI, PONPESNU, and MBF. Among the three, MBF is the largest event because it involves many parties and has the longest duration of implementation, which is one week.

The three major events are the annual agenda of the WISNU organization and are enthusiastically welcomed by all administrators and students. According to Agnia Aquilla, one of the administrators of WISNU, the three events are very luxurious and fun. The administrators competed to make the event a success, because the success of the event reflected the success of their leadership. In its implementation, they must be able to pour out ideas, actively contribute, and develop their talents.

In addition to large events, the WISNU organization also routinely holds small events that have important value. The President of WISNU said that the small event included the celebration of Islamic Holidays (HBI) such as the Prophet's Birthday which was enlivened by MBI Bersholawat (MBS), the commemoration of Isra' Mi'raj and the Nuzulul Qur'an which was called MBI Star-studded (MB2). In addition, there is also a commemoration of National Awakening Day (HKN) such as August 17, National Santri Day, and Heroes Day.

One of the major events that is routinely held is PAKARSAMBI (MBI Exhibition and Performing Artworks), which is part of the final practice assessment of Cultural Arts subjects for class X. This event is held every year as a place for creativity and artistic expression for students. The 9th PAKARSAMBI, which was held on September 9-10, 2023, carried the theme "Exploring Identity in the Wealth of the Mother Earth". This activity involves all classes X, XI,

and XII and presents various forms of art such as hasta karya, fashion show of traditional clothing, traditional houses, and performing arts.

The Supervisor of PAKARSAMBI, Mr. Selamat Budi Santoso, emphasized that this event provides a space for students to explore ideas and creativity in the field of art and culture. Apart from being a means of entertainment, PAKARSAMBI provides great benefits: for students, as a place to unwind; for teachers, as a tool to assess the potential of students; and for the committee, as an organizational experience. The researcher witnessed firsthand the high enthusiasm of the students in the success of this event, as conveyed by Safiqoh that the enthusiasm of the students was one of the indicators of the success of the event.

Another big event is PONPESNU, which is an annual sports competition event held every December. This event was held in between waiting for the return after the Odd Semester Final Exam. With the theme "The Way of Victories", Ponpesnu is a forum for students to show their abilities in sports such as football, basketball, volleyball, futsal, archery, silat, karate, and others. Grand opening and grand closing are always filled with interesting performances that arouse the enthusiasm of the participants.

According to the Ministry of Sports, Ponpesnu is highly anticipated by students because it is a post-exam entertainment and ahead of the holidays. Their enthusiasm can be seen from the spirit of training, even though it coincides with the exam period. This shows that students are able to manage time between studying and practicing. Ponpesnu is a place of pride for students and provides meaningful experiences in developing sports talents.

The biggest event organized by WISNU is MBF (MBI Big Fair). MBF is an open competition for students from various schools in Java-Bali. In 2024, MBF will be held for six days, from March 1 to 6, with the theme "The Story of the Asian Universe Creates a Caricature of the Equator de Ta Tayona Tochi". The competitions held include various fields such as banjari, scouting, khitobah, science/social studies olympiad, speeches, story telling, calligraphy, MTQ, and many more. The total number of participants reached 2,061 people. In addition to the competition, MBF also presents book reviews through IPNAS and INAYA events, as well as cultural art performances during the opening and closing. MBF is the pride of the WISNU organization because of its wide scale and its great impact on the development of students' potential.

Internalization of character values in the events of the "WISNU" organization

The internalization of character values referred to in this study refers to the 18 educational character values of the Ministry of National Education which are applied in the activities of the WISNU organization at MBI Amanatul Ummah. The implementation of organizational activities, especially in the form of large events such as MBF and PAKARSAMBI, is an important means in instilling various positive characters in students.

The religious character is reflected in the separation between male and female students in each activity, as well as the strict selection of performances to be performed on stage. The organizational coach has an active role in supervising the content of the event to be in accordance with religious norms and the rules of the lodge. In addition, ahead of the event, the students multiplied their prayers and had special practices as a form of spirituality to achieve blessings and smooth events.

The character of tolerance and social concern is built through a culture of deliberation and openness in accepting opinions when planning activities. In every meeting and ragab (joint meeting), the students learn to respect the opinions of others, listen carefully, and be open to

differences of ideas. Equal opportunities in displaying creativity also reflect the spirit of equality and concern for the potential of each individual.

The character of discipline can be seen in the timing of the event which is limited to 22.00. These restrictions not only show compliance with the rules of the cottage, but also form a disciplined attitude in the planning and implementation of activities. With a structured schedule, students are trained to respect time and work professionally.

The value of curiosity and creativity arises from the enthusiasm of the students in preparing for the performance. They self-taught to learn various forms of art, such as musicalization of poetry or traditional dance, from various sources including digital media. This shows that organizational events are not only a place to perform, but also a space for knowledge exploration and talent development.

The character of the spirit of nationality, love of the homeland, and love of peace is built through the themes of activities that raise the diversity of Indonesian culture. In events such as PAKARSAMBI, the students are presented with art performances that depict the rich culture of the archipelago, thus fostering a sense of pride and love for the homeland from an early age.

The character of appreciating achievements is developed through the organization of various competitions in the MBF event. Each participant is given a space to show their abilities, and the learning committee appreciates the hard work and potential of other participants. Awarding outstanding participants helps build a culture of healthy competition and appreciation for individual efforts.

Friendly and communicative characters are formed from daily interactions between members of the organization. Not only during events, familiarity is established through informal meetings and joint activities in the dormitory. Warm relationships and smooth communication between ministry members strengthen solidarity and cooperation within the team.

Based on the results of observations and interviews, it can be concluded that the activities of the WisSNU organization at MBI Amanatul Ummah have become an effective means in internalizing the values of educational character. Through the implementation of the event, the students not only learn activity management, but also grow into religious, tolerant, disciplined, creative, loving the homeland, appreciating achievements, and able to establish good communication in their social life.

Discussion

Events of the "WisSNU" Organization

As explained in the theoretical study in chapter II, Prajudi Atmosudirjo stated that an organization is a structure of division of labor and work relations between groups of people who work together to achieve certain goals. A similar understanding is also conveyed by Kochler, who states that an organization is a structured system of interaction that coordinates the group's efforts in achieving a common goal. Based on this theory, an organization is understood as a container with a clear structure and a systematic division of labor to achieve certain goals collectively.

In the literature review, researchers refer to theories that divide organizations into two types, namely formal and informal. Formal organizations have the main characteristics in the form of an organizational structure that describes the relationship between management, positions held, and clear duties in each position. Based on these characteristics, the organization of female students at MBI Amanatul Ummah, known as "WisSNU", can be categorized as a

formal organization because it has a neat structure, defined positions, and tasks that are arranged in each of its parts.

The organization "WISNU" combines the regulatory system of schools and Islamic boarding schools as the basis for compiling its work program. This can be seen in the organization's ADR (Bylaws), which guide the implementation of activities. This organizational structure is directly supervised by Prof. Dr. KH. Asep Saefuddin Chalim, MA as the highest advisor, and under him were the MBI Coordinator, Gus H. Muhammad Ilyas, Lc. MA, and the Deputy Coordinator of Moch. Miftachul Huda. This organizational structure also includes the Women's Coach and the core management consisting of the Cabinet President, Vice President, Secretary, Minister of Finance, and three Coordinating Ministers (Coordinating Ministers) with ministries under them.

Each ministry in this organization has its own role coordinated by the relevant Coordinating Minister. In the implementation of events such as MBF (MBI Big Fair), collaboration between ministries is very visible, especially in the planning and implementation of events such as the Grand Opening involving the Ministry of Arts and Creativity (Ministry of Arts and Creativity) and the event committee. This inter-ministerial cooperation is an important factor in the success of each activity, which shows the integration of teamwork in achieving common goals.

The WISNU organization has goals that are realized in the form of annual programs, both on a large and small scale. Major events include PAKARSAMBI (MBI Santri Art Exhibition) which is held every September, Ponpesnu in December, and MBF in March. Meanwhile, small events consist of HBI (Islamic Holidays) and HKN (National Awakening Day), such as the commemoration of the Prophet's Birthday, Isra' Mi'raj, Nuzulul Qur'an, National Santri Day, Teacher's Day, and Heroes' Day. All of these activities are organized regularly by WISNU with careful coordination.

In every event, both large and small, all ministries under the coordination of the Coordinating Minister each carry out a predetermined role. The success of the event reflects the effectiveness of teamwork in this organizational structure. The researcher sees that the uniqueness of the event can also be seen from its distinctive naming, such as PAKARSAMBI, which has a deep meaning and theme, for example this year which raises the theme "Dig Your Identity in the Wealth of the Mother Earth". These themes provide space for students to channel their creativity without putting aside religious values.

The excitement and enthusiasm in the implementation of the event showed the success of the WISNU organization in fostering the enthusiasm and participation of its members. However, after the implementation of the big event, the researcher noted a decrease in discipline in students, especially those involved as committees. They tend to be less than optimal in carrying out routine Islamic boarding school activities, such as prayer wishes, recitations, and the KBM process, because they are tired after exerting energy in the implementation of events.

However, this condition is temporary. With the direction from the Coordinator and Coach, the students are again directed to refocus on their routines, both at school and at the Islamic boarding school. They are encouraged to reorganize their discipline and participate in daily activities with enthusiasm as before the event (Aswita et al. 2024; Katmas and Indarningsih 2022). This process shows the existence of a good coaching system in managing the spirit and responsibility of the students (Huda and Rokhman 2021; Kartiko et al. 2024).

The WISNU organization is proven to be a formal organization that has a clear structure and division of labor, as studied in theory in chapter II. The uniqueness of this organization can be seen from the mention of positions such as "Cabinet President" and "Vice President of the Cabinet", as well as the existence of the cabinet as the basis for the theme of annual activities. This year, the cabinet carried out is "Integrity" which means unity between words and actions. These integrity values are internalized in every program that is run, so that this organization not only becomes a forum for student activities, but also becomes a medium for the formation of religious character and social responsibility.

Internalization of character values in the events of the "WISNU" organization

As explained in Chapter II, the internalization of character values is a process that aims to instill the values of the nation's character until it becomes an inherent part of the individual. These values do not only stop at the level of knowledge, but must also be embodied in tangible actions in everyday life. Every member of society, especially students as the next generation of the nation, is expected to have a religious attitude, uphold the values of nationalism, and be able to be productive and creative.

In an effort to strengthen character education at all levels of education, the Ministry of National Education has formulated 18 main character values that are sourced from religion, Pancasila, national culture, and national education goals. These values include: religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love of the homeland, respect for achievements, friendship/communicative, love of peace, love of reading, caring for the environment, social care, and responsibility.

In this study, the researcher used the character indicators formulated by the Ministry of National Education as a basis to observe and analyze character values that are internalized through student organization programs. Based on data from observations, interviews, and documentation, it was found that in the implementation of organizational events, at least 16 out of 18 characters have been successfully implemented.

One of the most prominent values is religious values. This value can be seen in the implementation of events, both large and small, which always pay attention to the limits of interaction between male and female students. The division of events such as grand opening and grand closing is a mechanism to maintain the social ethics of students, with separate performance times between male and female students (Kader, Rofiq, and Ma`arif 2024; Ma`arif et al. 2025; Maarif et al. 2025). In addition, the value of honesty is also reflected in the implementation of activities, because students are trained to equate words with actions consistently.

The value of tolerance in student organizations is reflected in the relationships between members in each ministry. Without tolerance, the program will not be able to run as it should. Similarly, the value of discipline is implemented through adherence to the set schedule, including firmness not to violate the deadline for the implementation of the event at night (Anwar et al. 2024; Aryati and Suradi 2022).

Hard work is a very dominant character seen in the implementation of every event. The students prepare for the event in advance, practicing earnestly on the sidelines of busy daily activities. The success of the implementation of the magnificent and lively event is clear evidence of hard work and high responsibility. The students were able to manage their time and keep their enthusiasm for practicing for the success of the event.

The creative, democratic, and curious character is seen through the initiative of the students in performing the performance. Many of them are self-taught, such as through YouTube, to learn new things they want to show. The results of their performance show their own creativity and attractiveness. In the theme of the event, the values of national spirit, love for the homeland, and appreciation for achievements were also raised by carrying the themes of Indonesian culture and nationalism (Faris 2023).

The values of friendship or communication, love of peace, social care, and responsibility are internalized through cohesiveness and teamwork in every organizational program. The interaction between members of the organization, other students, and supervisors shows a harmonious relationship and is based on a high sense of responsibility. This helps create a peaceful and supportive atmosphere within the organization (Wahab, Khairiansyah, and Misridah 2020; Zakariyah, Fauziyah, and Kholis 2022).

However, of the 18 character values formulated by the Ministry of National Education, there are two values that have not been implemented in the implementation of student organization programs, namely the value of independence and love of reading. The value of independence is less visible because all activities emphasize teamwork and do not encourage students to work individually. Meanwhile, the value of reading has also not been dominant, because students rely more on visual impressions and oral communication than digging up information through reading activities. These two values are important notes in the development of future programs

CONCLUSION

The implementation of the women's student organization program is carried out in 2 categories, namely 1). large categories, and 2). events that are categorized as small. Events that are categorized as large include: PAKARSAMBI which is held in September for 2 days, Ponpesnu which is held in December, and MBF MBI Big Fair which is held in March for one week. Meanwhile, the implementation of organizational programs that are categorized as small, namely there are 2 HBI (Islamic Holidays) and HKN (National Awakening Days), among the implementation of organizational programs that are carried out by HBI include: such as the Prophet's Birthday is enlivened with MBS, namely MBI Bersholawat, Isro' Mi'raj, and Nuzulul Qur'an is named MB2, namely MBI Studded with Stars. Meanwhile, the implementation of programs carried out during HKN include: Independence Day, National Santri Day, National Teacher's Day, and National Heroes Day.

Based on the researcher's analysis of 18 character education identified by the National Education Ministry, the researcher found 16 characters that were internalized in the implementation of the student organization program in the events that had been carried out, namely: 1). Religious, 2). Honest, 3). Tolerance, 4). Discipline, 5). Hard Work, 6). Creative, 7). Democratic, 8). Curiosity, 9). National Spirit, 10). Love of the Fatherland, 11). Appreciate Achievements, 12). Friendly/Communicative, 13). Love of Peace, 14). Social Care, 15). Responsibility, 16). Care for the Environment. While 2 of the researchers did not find its implementation in the implementation of organizational programs, namely 1). Independent, and 2). Loves to read.

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