

The Affective Nexus: Weaving Individual Behavior and Organizational Culture in an Indonesian Islamic Boarding School

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Abstract: This study investigates the intricate dynamics between individual behavior and organizational culture within the context of Islamic boarding school education. The primary aim is to explore the foundations of student motivation, the perception of the organizational climate, and the influence of emotion on the learning environment. This research employed a qualitative case study design at Aswaja Bungo Pesantren in Jambi, Indonesia. Data were gathered over two months through participant observation, semi-structured interviews with fifteen purposively selected teachers (ustadz), staff, and students (santri), and analysis of institutional documents. Thematic analysis, guided by the interactive model of Miles, Huberman, and Saldaña, was utilized to interpret the data. The findings reveal that student learning motivation is driven principally by non-material recognition from teachers and the contextual relevance of the curriculum, rather than by material rewards. A supportive organizational climate, characterized by informal and empathetic teacher-student interactions, was found to be fundamental in establishing psychological safety. Furthermore, the study identifies a strong correlation between teachers' positive emotional expressions and the collective classroom mood, which directly enhances student engagement and participation. A secondary finding indicates that teacher job satisfaction, fostered by institutional appreciation, positively influences the quality of their pedagogical interactions. This research underscores that affective and relational dynamics are not peripheral but central to the educational process in religious boarding schools. The study's implications suggest a need for educational leaders to integrate emotional pedagogy into teacher training and institutional strategies. This research is limited by its single-site design; therefore, caution is advised in generalizing the findings. Future research is recommended, utilizing longitudinal or comparative mixed-methods approaches to validate these insights across diverse institutional contexts.

Abstrak: Penelitian ini mengkaji dinamika kompleks antara perilaku individu dan budaya organisasi dalam konteks pendidikan pondok pesantren. Tujuan utamanya adalah untuk mengeksplorasi dasar-dasar motivasi santri, persepsi terhadap iklim organisasi, dan pengaruh emosi terhadap lingkungan belajar. Penelitian ini menggunakan desain studi kasus kualitatif di Pesantren Aswaja Bungo, Jambi, Indonesia. Data dikumpulkan selama dua bulan melalui observasi partisipan, wawancara semi-terstruktur dengan lima belas guru, staf, dan santri yang dipilih secara *purposive*, serta analisis dokumen kelembagaan. Analisis tematik, yang dipandu oleh model interaktif dari Miles, Huberman, dan Saldaña, digunakan untuk menginterpretasi data. Hasil penelitian menunjukkan bahwa motivasi belajar santri terutama didorong oleh pengakuan non-material dari guru dan relevansi kontekstual kurikulum, bukan oleh imbalan materi. Iklim organisasi yang supotif, yang ditandai oleh interaksi guru-santri yang informal dan empatik, ditemukan sebagai hal mendasar dalam membangun rasa aman psikologis. Lebih lanjut, studi ini mengidentifikasi korelasi kuat antara ekspresi emosi positif guru dan suasana hati kolektif di kelas, yang secara langsung meningkatkan keterlibatan dan partisipasi santri. Temuan sekunder mengindikasikan bahwa kepuasan kerja guru, yang dipupuk oleh apresiasi kelembagaan, berpengaruh positif terhadap kualitas interaksi pedagogis mereka. Penelitian ini menggarisbawahi bahwa dinamika afektif dan relasional bukanlah hal sampingan, melainkan merupakan pusat dari proses pendidikan di pondok pesantren. Implikasi dari studi ini menyarankan



perlunya para pemimpin pendidikan untuk mengintegrasikan pedagogi emosional ke dalam pelatihan guru dan strategi kelembagaan. Penelitian ini memiliki keterbatasan desain studi kasus tunggal; oleh karena itu, kehati-hatian disarankan dalam melakukan generalisasi temuan. Penelitian di masa depan direkomendasikan untuk menggunakan pendekatan metode campuran (*mixed-methods*) longitudinal atau komparatif untuk memvalidasi wawasan ini di berbagai konteks institusi.

1. Introduction

Islamic boarding schools, or *pesantren*, represent a cornerstone of education and social development in many societies, cultivating not only intellectual but also moral and spiritual growth.¹ The unique organizational culture within these institutions shapes the behavior of individuals, which in turn influences the overall educational effectiveness and environment. Understanding the complex interplay between individual behavior and organizational dynamics is therefore crucial for enhancing educational quality and fostering resilient, well-rounded graduates. This issue is of paramount importance as these institutions navigate the demands of both traditional values and modern educational paradigms.² Addressing the factors that govern behavior and culture within this context is essential for optimizing the learning process and ensuring the continued relevance and success of the *pesantren* system.

Prior research highlights the interplay between emotional and spiritual intelligence in shaping organizational behavior in *pesantren*. Wahyu and Aliza demonstrated that emotional and spiritual intelligence contribute significantly—up to 72.4%—to the organizational behavior within Muhammadiyah *pesantren*.³ Similarly, Bai et al. revealed that integrating spiritual intelligence with an ethical work environment significantly enhances job satisfaction, particularly for female staff.⁴ These findings underscore the importance of inner psychological and spiritual factors in influencing both individual and organizational outcomes. They also suggest that behavioral interventions in Islamic educational contexts should be grounded in a holistic view of intelligence.

In addition to intelligence, motivation and institutional regulation are also pivotal in shaping student experiences within *pesantren*. Saragih et al. found that intrinsic motivation and *pesantren* regulations jointly influence students' satisfaction by 32.6%, pointing to the importance of aligning institutional policies with learners' psychological needs.⁵ Al Baqi et al. emphasized the role of both internal and external motivation in

¹ Muhammad Zuhary and Badrudin Badrudin, "Enhancing Boarding School Management through Organizational Psychology Education," *Al-Tanzim: Jurnal Manajemen Pendidikan Islam* 7, no. 3 (2023): 1051–63, doi:10.33650/al-tanzim.v7i3.5944.

² Taufik Hidayat, Wahyuni Pohan, and Fadli Ihsan Arbas Hasibuan, "Pendidikan Islam Dalam Membentuk Karakter Sosial Siswa Di Era Society 5.0," *Heutagogia: Journal of Islamic Education* 2, no. 2 (2022): 1–11.

³ Ezra Najwa Wahyu and Novia Fetri Aliza, "Pengaruh Kecerdasan Emosi Dan Kecerdasan Spiritual Terhadap Perilaku Organisasi Sekolah Di Pondok Pesantren Muhammadiyah Boarding School Yogyakarta," *Islamic Counseling: Jurnal Bimbingan Konseling Islam* 7, no. 1 (May 22, 2023): 47–60, doi:10.29240/jbk.v7i1.6480.

⁴ Ali Bai et al., "Elevating Women in the Workplace: The Dual Influence of Spiritual Intelligence and Ethical Environments on Job Satisfaction," *General Economics*, 2023, doi:10.48550/arXiv.2310.16341.

⁵ Muhamad Nasrun Saragih, EE. Junaedi Sastradiharja, and Saifuddin Zuhri, "Pengaruh Motivasi Intrinsik Dan Peraturan Pesantren Terhadap Kepuasan Santri Pondok Pesantren Manahijussadat Lebak, Banten," *KORDINAT: Jurnal Komunikasi Antar Perguruan Tinggi Agama Islam* 19, no. 2 (2020): 319–30, doi:10.15408/kordinat.v19i2.18999.

promoting disciplinary behavior among students.⁶ These findings suggest that motivational structures within *pesantren* significantly determine the behavioral consistency of their learners. Such evidence supports the relevance of applying motivational theories to the *pesantren* context.

Emotional regulation and the broader psychosocial environment also contribute meaningfully to student discipline and performance. Nansi and Utami found a strong positive relationship between emotional regulation and student discipline at the Madrasah Aliyah level.⁷ Similarly, Khotimah noted that religiosity contributes 10.8% to students' disciplinary behavior, affirming the moral and affective foundations of *pesantren* discipline.⁸ Naafiah reported that motivation and optimism together influence Qur'an memorization discipline by 57.1%.⁹ These findings highlight the intersection between emotional resilience, religious consciousness, and academic discipline in Islamic learning environments.

Several studies also point to the role of pedagogical strategy and psychological development in student outcomes. Yusuf et al. found that personal goal-setting significantly boosts student productivity,¹⁰ while Wasino et al. observed emotional maturity increases among santri with only minor gender-based variation.¹¹ Moreover, Febriandika et al. demonstrated the influence of teacher professionalism, family environment, and academic stress on student motivation.¹² Interestingly, Gunawan et al. concluded that although economic status and creative thinking influence motivation, the *pesantren* environment itself showed no significant impact.¹³ These nuanced findings reveal the complex interplay of internal and external factors influencing student behavior and learning motivation.

Despite the breadth of existing research, specific gaps remain in the literature. Many studies tend to investigate variables such as motivation, emotion, or discipline in isolation or in simple correlational models, rather than exploring their dynamic and reciprocal interactions within a holistic organizational framework.¹⁴ Furthermore, while quantitative studies provide valuable generalizable data, they may not fully capture the

⁶ Safiruddin Al Baqi, Abdul Latip A, and Tyas Sarli Dwiyoga, "Faktor Pendukung Motivasi Berperilaku Disiplin Pada Santri Pondok Pesantren," *Educan: Jurnal Pendidikan Islam* 1, no. 1 (2017): 1, doi:10.21111/educan.v1i1.1300.

⁷ Deci Nansi and Fajar Tri Utami, "Hubungan Antara Regulasi Emosi Dengan Perilaku Disiplin Santri Madrasah Aliyah Pondok Pesantren Qodratullah Langkan," *Psikis: Jurnal Psikologi Islami* 2, no. 1 (February 24, 2017): 16–28, doi:10.19109/psikis.v2i1.1054.

⁸ Khusnul Khotimah, "Religiusitas Dan Perilaku Disiplin Santriwati Madrasah Aliyah Pondok Pesantren," *Jurnal Studia Insania* 7, no. 2 (December 1, 2019): 161–71, doi:10.18592/jsi.v7i2.2501.

⁹ Nikhlatun Naafiah, "Pengaruh Motivasi Dan Optimisme Terhadap Kedisiplinan Mahasiswa Penghafal Al-Qur'an," *Psikoborneo: Jurnal Ilmiah Psikologi* 8, no. 1 (2020): 18–24, doi:10.30872/psikoborneo.v8i1.4853.

¹⁰ M. Yusuf et al., "Peningkatan Produktivitas Belajar Santri Di Pesantren Melalui Konsep Personal Goal Setting," *Indonesia Islamic Education Journal* 2, no. 1 (2023): 34–46, doi:10.37812/ije.v2i1.1127.

¹¹ Wasino Wasino et al., "Tingkat Kematangan Emosi Santri Di Pondok Pesantren Tarbiyah Islamiyah Koto Tinggi Pandai Sikek," *SOSHUMDIK* 3, no. 1 (2024): 82–96, doi:10.56444/soshumdik.v3i1.1446.

¹² Nur Rizqi Febriandika et al., "Determinants of Students' Learning Motivation in Islamic Boarding Schools: A Structural Equation Modeling Approach," *International Journal of Advanced and Applied Sciences* 11, no. 11 (2024): 10–18, doi:10.21833/ijaas.2024.11.002.

¹³ Ratna Setyawati Gunawan et al., "Motivating Factors in Islamic Boarding Schools: A Study on the Effects of Socioeconomic Status, Environmental Factors, and Creative Thinking on Student Motivation," in *E3S Web of Conferences*, vol. 571, 2024, 1–12, doi:10.1051/e3sconf/202457101004.

¹⁴ Zainal Abidin Muhja and Meliani Indria Wijaya, "Application of Behaviorist Theory Based on the Learning Experience of Students in Boarding School Environments," *Al-Hayat: Journal of Islamic Education* 8, no. 3 (2024): 908–22, doi:10.35723/ajie.v8i3.689.

nuanced, context-specific cultural dynamics that define a particular institution. There is a discernible need for in-depth, qualitative case studies that can illuminate the complex processes through which individual behaviors are shaped by, and in turn shape, the unique organizational culture of a specific *pesantren*. This approach can provide a richer, more textured understanding of the lived reality within these educational communities.

This study, therefore, aims to address this gap by conducting an in-depth case study at Aswaja Bungo *Pesantren*. The primary objective is to explore the foundations of individual behavior, the application of motivation theories, and the influence of students' emotions and mood on the learning environment within this specific institutional context. By employing a qualitative, case-study methodology, this research seeks to provide a comprehensive and coherent account of the intricate dynamics at play. The potential contribution of this study is a nuanced understanding that can inform targeted, context-sensitive strategies for educational improvement, thereby offering valuable insights for educators, administrators, and policymakers involved in the *pesantren* education system.

2. Method

This study adopted a qualitative case study design to explore the intricate dynamics of individual behavior within the organizational culture of Pondok Pesantren Aswaja Bungo, located in Bungo Regency, Jambi Province, Indonesia. The case study approach was selected for its ability to provide a comprehensive and holistic understanding of complex social phenomena situated within real-life contexts. In this research, the primary objective was to gain an in-depth understanding of how individual behaviors interact with, adapt to, and are shaped by the cultural and organizational structures of a *pesantren*—a traditional Islamic boarding school that combines religious instruction with communal living and discipline.

Fifteen participants were purposively selected to ensure representation of key stakeholders within the *pesantren* ecosystem. These participants consisted of Islamic teachers (*ustadz*), organizational staff, and students (*santri*). The purposive sampling strategy was guided by three main criteria: (1) the participant's central role in the *pesantren*'s organizational dynamics; (2) the length of their service or study at the institution; and (3) the level of their involvement in day-to-day activities within the *pesantren*. This criterion-based sampling enabled the researcher to gather rich, varied, and contextually grounded data.

Data collection was conducted over a period of two months, specifically from January to April 2025. Three primary data collection techniques were employed to ensure methodological triangulation and depth of insight. First, participant observation was carried out in various settings, including classroom teaching sessions, routine religious activities, and informal interactions in the dormitory environment. This method allowed the researcher to directly witness and record behavioral patterns, interactional dynamics, and organizational routines. Second, semi-structured interviews were conducted with each of the fifteen participants. These interviews lasted between 60 and 90 minutes and were designed to elicit detailed narratives, perceptions, and motivations related to their lived experiences within the *pesantren*. Interview questions were open-ended and flexible, allowing the researcher to probe deeper into emerging themes during the conversation. Third, document analysis was used to examine key institutional texts such as house regulations, character development curricula, and official records from the student organization. These documents provided insights into the formal norms, values, and structural mechanisms of the *pesantren*.

All interviews were audio-recorded with the consent of participants and transcribed verbatim. Observational data were systematically documented in the form of field notes, which included descriptive accounts of observed events, researcher reflections, and contextual annotations. Together, these sources produced a comprehensive corpus of qualitative data.

The analysis of the data was guided by the interactive model of qualitative data analysis developed by Miles, Huberman, and Saldaña.¹⁵ This model involves three concurrent and iterative components: data condensation, data display, and conclusion drawing/verification. Data condensation involved the process of selecting, coding, and summarizing the most relevant information from the transcripts and field notes. Data were then organized and displayed in various formats—such as matrices, diagrams, and narrative summaries—to facilitate the identification of patterns, relationships, and thematic categories. Finally, the researcher engaged in cyclical processes of drawing conclusions, verifying emerging interpretations, and refining analytical insights through continued engagement with the data.

3. Results

This section presents the key findings derived from the case study analysis conducted at the Aswaja Bungo Islamic Boarding School. The data is organized thematically in accordance with the study's primary focus, namely the dynamics of individual behavior—including motivation, perception, and the management of students' emotions and mood—within the organizational culture of Islamic education. These findings are based on data collected through in-depth interviews, participatory observations, and document analysis.

3.1. Learning Motivation Rooted in Personal Recognition and Contextual Relevance

One of the major findings from the fieldwork reveals that students' learning motivation at Aswaja Bungo is not primarily driven by material rewards, but rather by personal recognition from teachers and the perceived relevance of the learning material to their everyday lives. Recognition in the form of direct praise or being named as a role model during class discussions was found to have a significant impact on students' enthusiasm for learning.

*"I feel more motivated to study when my name is mentioned by the teacher as a good example in front of the class. It makes me prouder than just getting a gift. It drives me to become even better."*¹⁶

In addition, motivation increases when lessons are delivered in ways that relate directly to the students' lived experiences at the boarding school. For instance, the subject of Islamic jurisprudence (*fiqh*) becomes more engaging when discussed in relation to everyday challenges in the dormitory.

*"Fiqh becomes really interesting when the teacher relates it to daily issues in the dorm. We can understand why we're learning it—it's not just for exams."*¹⁷

3.2. Perceptions of a Supportive Organizational Climate as a Foundation for Psychological Safety

Students consistently expressed that psychological safety and social support from teachers and staff are essential for their comfort and readiness to learn. A warm and familiar environment—especially through informal interactions outside of class—

¹⁵ Matthew B. Miles, A. Michael Huberman, and Johnny Saldana, *Qualitative Data Analysis: A Methods Sourcebook*, *Jurnal Penelitian Pendidikan Guru Sekolah Dasar*, 3rd ed., vol. 6 (SAGE, 2014).

¹⁶ Interview, Student A, January 15, 2025

¹⁷ Interview, Student B, January 18, 2025

strengthens the perception of teachers not merely as instructors but also as trusted and reliable figures.

*"Here, the teachers are like our own parents. We're not afraid to ask questions or even share personal problems. It feels safe and accepting."*¹⁸

This finding was further supported by direct observations conducted by the researcher. Several teachers were seen taking time outside of class to listen and assist students experiencing learning difficulties. One notable incident involved a teacher conducting an informal discussion on the mosque veranda with students who struggled to understand the day's lesson.

*"Observation showed that Teacher X took time after class to discuss learning difficulties with three students in a personal, non-judgmental setting on the mosque veranda."*¹⁹

3.3. The Central Role of Teachers' Emotional Expression in Shaping Classroom Mood

The research also reveals a strong correlation between teachers' emotional expressions—particularly at the beginning and during class—and the collective mood of the classroom. When teachers enter with a cheerful demeanor, high energy, and friendly greetings, students respond positively through active participation, engagement in discussions, and a willingness to ask questions. Conversely, if a teacher appears gloomy or unmotivated, the classroom atmosphere tends to become tense and passive.

*"If the teacher enters cheerfully and greets us with enthusiasm, we feel energized too. But if they look down or tired, the class becomes tense and we lose the motivation to speak up."*²⁰

A positive mood has been shown to enhance both participation and collaboration. Even minor interventions that trigger positive emotions can significantly alter classroom dynamics.

*"One time, the teacher started the class with a funny story. Suddenly, the sleepy atmosphere turned lively. Everyone was focused and more confident to answer questions."*²¹

This point was emphasized in focus group discussions, where students affirmed that even small emotionally uplifting gestures—such as a brief humorous story—can drastically improve classroom engagement and information retention.

To provide a clearer overview, the main findings are summarized in the table below:

Table 1. Summary of Key Findings

Main Theme	Brief Description
Motivation through Recognition & Relevance	Learning motivation driven by non-material recognition from teachers and real-life contextual relevance.
Supportive Organizational Climate	Student perception of a safe, caring environment shaped by informal teacher-student interactions.
Teacher Emotion & Classroom Mood	Strong correlation between teachers' emotional expressions and students' participation and collective mood.

3.4. Secondary Finding: The Link Between Teacher Job Satisfaction and Classroom Interaction

In addition to the primary findings, an emergent secondary theme was identified: the link between teacher job satisfaction and the quality of their interactions with students. Several teachers reported that when they felt valued by the foundation or boarding school management, their enthusiasm for teaching increased. This improvement

¹⁸ Interview, Student C, February 1, 2025

¹⁹ Observation Notes, March 14, 2025

²⁰ Interview, Student D, March 7, 2025

²¹ Focus Group Discussion, Group 2, April 20, 2025



extended beyond technical delivery to emotional and affective dimensions, such as patience and creativity in lesson presentation.

*"When the foundation gives us opportunities for training and personal development, we feel appreciated. It motivates us to try new teaching methods in class—it's no longer monotonous."*²²

This sense of job satisfaction positively influences teacher-student relationships. Teachers who feel happy and appreciated are more patient, more attentive, and more effective in fostering a positive classroom environment.

*"It definitely makes a difference. If we teach with a joyful heart because we feel our work is appreciated, our interaction with the students becomes more sincere and patient. We're less likely to get angry when they make mistakes."*²³

4. Discussion

This study aimed to examine the dynamics of individual behavior—particularly motivation, perception, and emotional regulation—in the context of Islamic boarding school education, with Aswaja Bungo serving as the case study. The research question was anchored in understanding how organizational culture and emotional dynamics influence students' learning behavior. Prior studies have underscored the significant role of emotional intelligence²⁴, spiritual intelligence²⁵, and motivation²⁶ in shaping student conduct and engagement. Within the unique socio-cultural environment of *pesantren*, individual behavior is both a reflection of internal factors and the surrounding institutional ethos.²⁷ This study contributes to the growing body of literature on Islamic educational psychology and organizational behavior by grounding findings in rich, context-specific data.

The key results highlight that non-material recognition and contextual relevance significantly enhance students' learning motivation. Furthermore, a supportive and familiar organizational climate was found to foster psychological safety and student comfort, encouraging deeper engagement. A novel yet compelling observation was the influence of teachers' emotional expression on class mood and participation levels. A secondary yet important finding emerged on the link between teacher job satisfaction and quality of classroom interaction, suggesting a feedback loop between institutional appreciation and educational outcomes. These findings reflect both anticipated outcomes based on literature and surprising nuances, particularly the centrality of affective cues in Islamic learning environments.

Compared to previous studies, the results affirm existing models of motivation and emotional regulation within *pesantren* contexts. For instance, Al Baqi et al. noted that internal and external motivation positively influence student discipline²⁸, while Saragih

²² Interview, Teacher Y, April 17, 2025

²³ Interview, Teacher Z, April 17, 2025

²⁴ Wahyu and Aliza, "Pengaruh Kecerdasan Emosi Dan Kecerdasan Spiritual Terhadap Perilaku Organisasi Sekolah Di Pondok Pesantren Muhammadiyah Boarding School Yogyakarta."

²⁵ Bai et al., "Elevating Women in the Workplace: The Dual Influence of Spiritual Intelligence and Ethical Environments on Job Satisfaction."

²⁶ Saragih, Sastradiharja, and Zuhri, "Pengaruh Motivasi Intrinsik Dan Peraturan Pesantren Terhadap Kepuasan Santri Pondok Pesantren Manahijussadat Lebak, Banten."

²⁷ Maksudin Maksudin and Irfan Hania, "Behaviorism Approach: Julian Rotter's Theory And Its Reorientation In Addressing Students' Difficulties In Learning Arabic Language," *IJAZ ARABI: Journal of Arabic Learning* 7, no. 2 (2024): 560–70, doi:10.18860/ijazarabi.V7i2.19176.

²⁸ Al Baqi, A, and Dwiyoga, "Faktor Pendukung Motivasi Berperilaku Disiplin Pada Santri Pondok Pesantren."

et al. emphasized the role of intrinsic motivation and institutional rules.²⁹ The present study adds to these by showing how recognition, rather than rules or material incentives, shapes motivation. In line with Uswatun & Hasanah,³⁰ who found strong correlations between teacher motivation and students' learning ethos, this study underscores the importance of emotional engagement. Interestingly, findings on emotional contagion between teachers and students contribute new insights that align with but also extend the understanding of teacher influence in the classroom.

The significance of contextual relevance in lesson delivery supports theories of experiential and situated learning, suggesting that students learn more effectively when lessons are grounded in their lived realities. The prominence of informal interactions and emotional bonds indicates that affective factors may rival cognitive strategies in fostering learning, particularly in boarding school environments with tight-knit communities. While the teacher's emotional expression may seem a peripheral variable, its impact on classroom dynamics suggests that mood management should be viewed as pedagogically strategic. However, caution is warranted in generalizing these findings beyond *pesantren* settings, as the boarding school's unique cultural environment plays a vital role in shaping these behaviors. Furthermore, the reliance on qualitative data may limit the statistical generalizability but offers deep contextual insight.

The findings also illustrate how teacher satisfaction—often overlooked in Islamic education research—directly influences their emotional availability and teaching quality. This aligns with Bai et al., who linked job satisfaction to ethical and spiritual climates, and supports the notion that professional development opportunities increase teacher morale and creativity.³¹ When teachers feel respected and supported by the institution, their interactions with students become more patient, sincere, and affectively engaging. The implication is clear: institutional investment in teacher well-being is not only ethical but educationally strategic. Thus, leadership practices in *pesantren* should incorporate mechanisms to foster both teacher motivation and emotional health.³²

Moreover, the mutual feedback loop between teacher affect and student engagement suggests that emotion is not merely a by-product of instruction, but a central mechanism in the learning process. Educational leaders and policymakers in Islamic institutions should consider including emotional pedagogy in teacher training curricula. The findings emphasize the need to recalibrate classroom strategies around affective dynamics, recognizing mood, tone, and teacher-student rapport as core instructional tools. As such, organizational culture becomes a dynamic space where individual behavior and institutional values co-construct the learning experience. The implications extend beyond classroom walls, touching on leadership, training, curriculum development, and institutional well-being.

In sum, this study advances the discourse on Islamic education by revealing how individual behavior is deeply embedded in emotional and organizational contexts. It encourages a shift from purely cognitive models of learning to more holistic frameworks that integrate affective, relational, and contextual dimensions. Institutions such as

²⁹ Saragih, Sastradiharja, and Zuhri, "Pengaruh Motivasi Intrinsik Dan Peraturan Pesantren Terhadap Kepuasan Santri Pondok Pesantren Manahjussadat Lebak, Banten."

³⁰ Khasanah Uswatun and Uswatun Hasanah, "Pengaruh Motivasi Ustadz Terhadap Etos Belajar Santri Di Pondok Pesantren," *IDEA: Jurnal Psikologi* 6, no. 1 (February 22, 2023): 64–76, doi:10.32492/idea.v6i1.6107.

³¹ Bai et al., "Elevating Women in the Workplace: The Dual Influence of Spiritual Intelligence and Ethical Environments on Job Satisfaction."

³² Ferri Wicaksono, "Kiai Kharismatik Dan Hegemoninya (Telaah Fenomena Habib Syech Bin Abdul Qadir Assegaf)," *Jurnal Pemerintahan Dan Politik* 3, no. 3 (2019): 121–27, doi:10.36982/jpg.v3i3.678.

pesantren—known for their moral and spiritual emphasis—may particularly benefit from strategies that foreground emotional literacy and organizational empathy. Future research should expand this inquiry through longitudinal or comparative studies, potentially integrating mixed methods for broader validation. Overall, the findings not only inform Islamic pedagogy but also contribute meaningfully to the wider field of organizational behavior in education.

5. Conclusion

This study explored the interplay between individual behavior and organizational culture within the educational framework of Aswaja Bungo *Pesantren*, focusing on student motivation, emotional climate, and teacher-student interaction. The findings revealed that students' motivation to learn was primarily influenced by personal recognition and contextual lesson relevance rather than material rewards. A psychologically supportive environment, shaped by emotionally engaged teachers, played a vital role in enhancing student participation and receptivity to learning. Moreover, teacher job satisfaction—fueled by institutional appreciation and opportunities for professional growth—was positively associated with more empathetic and effective classroom engagement. These findings underscore the critical role of emotional and relational dynamics in shaping successful pedagogical practices in Islamic boarding schools. Educators' emotional expression should not be seen as peripheral but as a central pedagogical tool that fosters connection, motivation, and trust. Consequently, *pesantren* leadership should incorporate emotional literacy training into teacher development and institutional policies, aligning educational practices with the broader moral and spiritual goals of Islamic education. The study also contributes to broader academic discussions on educational psychology and organizational behavior in religious educational settings. However, several limitations must be acknowledged. The single-site case study design limits generalizability, and the qualitative methodology, while rich in depth, depends heavily on subjective interpretation. Emotional and motivational dynamics are also context-dependent, varying across *pesantren* with differing leadership models, cultures, and regions. Future research should adopt longitudinal or multi-site comparative designs to explore how emotional climates and motivational patterns evolve over time and across different institutional contexts. Mixed-method approaches could provide a more holistic understanding by combining qualitative insights with quantitative data on student outcomes, emotional well-being, and organizational performance. Additionally, investigating the reciprocal dynamics between teacher emotional labor and institutional support could illuminate new strategies for sustainable educational improvement. Studies on the impact of emotion-focused pedagogical interventions on student learning outcomes would further strengthen the field. Collectively, these avenues of inquiry will advance our understanding of how affective and cultural factors shape religious education in *pesantren* and similar faith-based institutions.

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