

The Optimizing the Activities of Ganespo Library Assistants to Develop Book Management and Organizational Leadership Skills

Adhika Ikhsan Pratama¹, Rahmat Isnaeni Farhan¹, Syarifah¹, Halida Umami¹

¹Universitas Darussalam Gontor; Indonesia

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Abstract

Libraries in modern Islamic boarding schools play an important role not only as centers of learning resources but also as spaces for developing students' organizational and leadership capacities. This study examines how the activities of the Ganespo Library Assistants at Pondok Modern Darussalam Gontor contribute to the improvement of book management competencies and organizational leadership among students. The research employed a descriptive qualitative approach, with data collected through observation, in-depth interviews, and documentation. Data analysis was conducted using the interactive model of Miles, Huberman, and Saldaña, involving data reduction, data presentation, and conclusion drawing. The findings reveal that the optimization of library assistant activities was implemented through organized work programs, including task allocation, duty scheduling, collection inventory, borrowing services, bookshelf arrangement, and routine evaluations. These activities enhanced students' discipline, accuracy, responsibility, teamwork, and managerial abilities. Furthermore, participation in the organization fostered leadership skills through collaborative decision-making, task delegation, and organizational coordination. The study also found that the library organization strengthened the literacy culture within the *pesantren* by improving students' access to reading materials and learning resources. In conclusion, the Ganespo Library Assistant program functions as an effective medium for managerial training, character education, and leadership development in contemporary Islamic boarding school education.

Keywords

Library Assistant; Book Management; Organizational Leadership; Islamic Boarding School Literacy; Students.

Corresponding Author

Adhika Ikhsan Pratama

Universitas Darussalam Gontor; adhikapratama69042@gmail.com

1. INTRODUCTION

Libraries constitute an essential component in supporting literacy culture, broadening knowledge, and shaping students' character within educational environments. In the context of modern Islamic boarding schools (*pesantren*), libraries function not only as learning resource centers but also as a medium for fostering discipline, responsibility, and leadership among students through various organizational activities involving their active participation. Effective library management requires



human resources equipped with managerial abilities, administrative skills, and adequate leadership qualities to ensure that information services operate effectively and sustainably (Fakhlina, 2022).

In the development of modern library management, the involvement of organizational members or library assistants has become an important aspect in supporting the effectiveness of collection management, circulation services, book arrangement, and the strengthening of literacy culture. The activities of library assistants indirectly provide students with practical managerial experience through task distribution, work coordination, decision-making processes, and organizational responsibilities. This is consistent with Holley (2022), who argues that library management is not merely related to the technical management of collections but also to the development of leadership abilities, communication skills, and the strengthening of organizational culture.

Within the environment of Pondok Modern Darussalam Gontor, leadership education represents one of the core values implemented in the daily lives of students. The modern pesantren educational system emphasizes not only academic and spiritual aspects but also the development of organizational competence through various extracurricular activities and student service units. One form of implementing this organizational education is the activities of the Ganespo Library Assistants, which serve as a platform for learning library management while simultaneously fostering students' leadership character.



Figure 1. Library Activities at the Library of Pondok Modern Darussalam Gontor

The activities of the Ganespo Library Assistants play a strategic role in developing book management skills, including classification, inventory management, simple cataloging, shelf arrangement, circulation services, and library administrative supervision. Furthermore, students'

involvement in these activities encourages the development of discipline, responsibility, teamwork, organizational communication, and leadership abilities. Research on leadership within pesantren environments indicates that organizational development can create a collective work culture and enhance students' leadership abilities through direct practice in institutional activities (Mukri & Tamam, 2021).

Leadership within library organizations itself is an essential aspect of establishing work effectiveness and service quality. Rifauddin et al. (2020) explain that transformational leadership styles within library organizations are capable of increasing members' motivation, strengthening work culture, and creating a productive organizational environment. Meanwhile, Rahmadanita (2022) emphasizes that transformational leadership in libraries can encourage human resource development through the cultivation of responsibility and the improvement of work competencies.

On the other hand, student organizational activities in pesantren possess unique characteristics because they integrate educational values, community service, and character building within a single learning system. Leadership in modern pesantren emphasizes the importance of direct experience in managing organizations as a medium for developing leadership spirit and students' independence (Pramitha, 2020). Therefore, the activities of the Ganespo Library Assistants may be regarded as a form of nonformal education that contributes to the enhancement of managerial skills while simultaneously fostering organizational leadership within the pesantren environment.

Nevertheless, studies concerning the optimization of library assistant activities in modern pesantren settings remain relatively limited, particularly those discussing the relationship between library management and the development of students' leadership character. Most previous studies have focused primarily on library leadership in general or on broader aspects of pesantren organizational management. Therefore, this study is important to analyze how the optimization of Ganespo Library Assistant activities contributes to the development of book management skills and organizational leadership among students at Pondok Modern Darussalam Gontor.

Based on the explanations above, this study aims to identify the forms of optimization implemented in the activities of the Ganespo Library Assistants and their contributions to improving book management skills and fostering students' organizational leadership. The findings of this study are expected to provide academic contributions to the development of pesantren library management studies as well as practical references for student organizational development based on literacy and leadership values.

2. METHOD

This study employed a qualitative approach with a descriptive research design. The qualitative

approach was selected because the study aimed to gain an in-depth understanding of the process of optimizing the activities of the Ganespo Library Assistants in developing students' book management skills and organizational leadership at Pondok Modern Darussalam Gontor. Qualitative research focuses on uncovering meanings, understanding experiences, and interpreting social phenomena that naturally occur in the field (Creswell & Creswell, 2023).

The descriptive method was utilized to systematically describe the activities, roles, and contributions of the Ganespo Library Assistants in library management and the development of students' leadership character. According to Yusuf (2021), descriptive qualitative research aims to explain social phenomena comprehensively through naturalistic data collection, enabling researchers to understand the actual conditions of the research object.

The research was conducted at the Ganespo Library of Pondok Modern Darussalam Gontor, which serves as the center for students' literacy management activities as well as a platform for the development of library-based organizational activities. The research subjects consisted of library supervisors, administrators of the Ganespo Library Assistants, and active student members directly involved in library management activities. Informants were selected using purposive sampling techniques, namely the selection of participants based on specific considerations relevant to the research objectives (Sugiyono, 2022).

Table 1. Research Participants and Their Roles

No.	Participants	Roles in the Research	Main Contributions to the Data
1.	Library Supervisor	Key Informant	Provided information regarding library management systems, organizational supervision, and leadership development within the Ganespo Library Assistants
2.	Head of Ganespo Library Assistants	Primary Informant	Explained organizational structure, task distribution, work programs, and leadership practices implemented in the organization
3.	Library Assistant Administrators	Supporting Informants	Described daily administrative activities, coordination systems, and organizational responsibilities in managing library services
4.	Active Student Members	Supporting Informants	Shared experiences related to participation in library activities, teamwork, discipline, and leadership development
5.	Documentation Archives	Documentary Source	Provided supporting data such as organizational structures, work schedules, activity reports, inventory records, and program documentation

The data collection process in this study included observation, in-depth interviews, documentation, data reduction, data presentation, and conclusion drawing. Observation was conducted to obtain data regarding book management activities, organizational task distribution, leadership patterns, and interactions among members of the Ganespo Library Assistants. In-depth interviews were

employed to explore informants' experiences, perspectives, and understandings concerning the contribution of these activities to the improvement of book management skills and organizational leadership. Documentation was carried out by collecting activity archives, organizational structures, work schedules, library administrative reports, and documentation of organizational work programs.

Data triangulation was applied to enhance the validity of the study. Triangulation was conducted by comparing the results of observations, interviews, and documentation so that the obtained data would be more accurate and trustworthy. According to Fadli (2021), triangulation in qualitative research functions to strengthen data credibility through cross-checking from various sources and data collection techniques.

The data analysis technique employed the interactive model of Miles, Huberman, and Saldaña, which consists of data reduction, data presentation, and conclusion drawing (Miles et al., 2020). Data reduction was conducted by selecting and focusing on data relevant to the objectives of the study. Subsequently, the data were presented in descriptive narrative form to facilitate understanding and analysis. The final stage involved drawing conclusions gradually based on the findings obtained throughout the data collection process.

In addition, this study adopted a socio-organizational analytical approach to examine how the activities of the Ganespo Library Assistants contribute to shaping organizational work culture and students' leadership character. This approach is relevant because student organizations in modern pesantren function as a form of character education integrated with leadership practices and social responsibility (Suharto & Assagaf, 2021).

Through the application of these methods, this study is expected to produce a comprehensive description of the optimization of Ganespo Library Assistant activities in developing book management skills and organizational leadership among students in a systematic and scientific manner.

3. FINDINGS AND DISCUSSION

Based on the results of observations, interviews, and documentation conducted within the Ganespo Library Assistant organization at Pondok Modern Darussalam Gontor, it was found that library assistant activities significantly contributed to the development of students' book management skills and organizational leadership. The activities implemented were not solely oriented toward library administrative management but also functioned as a medium for organizational learning, character education, and the strengthening of literacy culture within the modern pesantren environment.



Figure 2. The Head of Pondok Modern Darussalam Gontor Visiting the Library

The findings revealed that the optimization of Ganespo Library Assistant activities was carried out through a structured working system, including task distribution, duty schedules, book inventory management, circulation services, collection classification, bookshelf arrangement, and regular organizational evaluations. This system provided students with direct experience in managing library administration, maintaining service orderliness, and carrying out organizational responsibilities. Through these activities, students developed book management skills, work accuracy, discipline, responsibility, and the ability to collaborate within an organization.

Table 2. Work Programs and Their Contributions to Students' Skills Development

No.	Work Program	Objective	Impact
1.	Book Arrangement	Maintaining the organization of collections	Developing discipline
2.	Borrowing Services	Facilitating access to books	Developing responsibility
3.	Book Inventory Management	Recording and managing collections	Developing accuracy and attention to detail
4.	Weekly Evaluation	Supervising organizational performance	Developing leadership skills

The findings of this study demonstrate that the activities of the Ganespo Library Assistants are not merely administrative routines within a pesantren library system, but also function as an experiential organizational learning ecosystem through which students internalize managerial competence, collective responsibility, and leadership character simultaneously. The structured implementation of task distribution, circulation services, inventory management, and organizational evaluation indicates that library activities in pesantren settings operate as pedagogical spaces where leadership values are reproduced through daily practice. In this context, the library becomes a social-learning arena in which organizational culture is cultivated through habituation, responsibility, and collaborative work. This

finding strengthens experiential learning theory, which emphasizes that knowledge and competence are constructed through direct experience, reflective practice, and active participation in institutional activities (Kolb, 2021). Furthermore, the present study extends the argument that library management should not be limited to technical-administrative functions but should also serve as a medium for leadership and organizational skill development (Holley, 2022). Recent studies further explain that organizational participation in educational institutions can strengthen managerial competence and collective work culture among students (Srirahayu et al., 2023).

More importantly, this study reveals that the organizational system embedded within the Ganespo Library Assistants reflects a participatory and value-based leadership model characteristic of modern pesantren institutions. Leadership formation does not emerge through formal instruction alone, but through delegated authority, collective deliberation, task rotation, and continuous organizational responsibility. Such a process confirms that pesantren leadership culture is deeply rooted in organizational participation and communal ethics rather than hierarchical authority alone. This finding supports Suharto and Assagaf's (2021) argument that pesantren organizational culture is constructed through cooperation, discipline, and collective engagement. Similarly, Bashori et al. (2024) explain that transformational leadership within pesantren organizations is strongly influenced by participatory work culture and collective responsibility among organizational members. The findings also reinforce the argument that adaptive leadership in pesantren environments increasingly relies on collaborative organizational systems capable of integrating Islamic educational values with modern managerial practices (Shofiana et al., 2025).

The novelty of this study lies in its positioning of pesantren library organizations not simply as literacy-support institutions, but as micro-level leadership laboratories that integrate literacy culture, managerial training, and character education within a single organizational ecosystem. Previous studies on pesantren leadership generally focused on kyai leadership, institutional management, or organizational culture in broader educational contexts (Mukri & Tamam, 2021; Supriatna, 2021). In contrast, this study specifically highlights how student-based library organizations function as informal leadership incubators through everyday administrative practices and service-oriented responsibilities. Therefore, this study contributes theoretically by proposing that library organizations in pesantren environments represent a form of "experiential leadership ecosystem," where leadership competencies are developed organically through institutional participation, reflective organizational routines, and collective work culture. This finding aligns with Na'im et al. (2026), who emphasize that experiential organizational engagement constitutes one of the most effective approaches for developing students' leadership identities within Islamic boarding school environments.

Another important finding is that the optimization of library assistant activities contributes significantly to strengthening literacy culture within the pesantren environment. More organized services, systematic collection management, and active student participation increase accessibility to learning resources while simultaneously encouraging reading habits among students. This indicates that pesantren libraries should be understood not merely as repositories of knowledge but as dynamic educational environments capable of shaping academic culture and institutional discipline. The findings corroborate Rahman et al. (2025), who argue that pesantren libraries possess strategic roles in developing academic literacy within Islamic educational institutions. Furthermore, this study expands contemporary perspectives on organizational learning in libraries by demonstrating that literacy culture can develop more effectively when organizational participation and leadership practices are integrated into daily institutional routines. Similar findings were also reported by Srirahayu et al. (2023), who explain that collaborative leadership within library organizations contributes significantly to organizational innovation and the strengthening of institutional learning culture.

From a broader theoretical perspective, this study also indicates that organizational culture in pesantren environments functions as a hidden curriculum through which leadership values, social ethics, and collective responsibility are transmitted continuously. The structured routines implemented within the Ganespo Library Assistants create a sustainable mechanism of character formation through practice-based learning rather than purely cognitive instruction. This finding confirms recent studies arguing that pesantren educational systems maintain their institutional resilience through value internalization embedded in students' organizational experiences and daily social interactions (Mustaqim et al., 2025). In addition, Setiorini et al. (2024) explain that organizational culture in pesantren institutions increasingly functions as a strategic instrument for strengthening adaptive educational systems in the modern era. Consequently, the optimization of library organizations in modern pesantren environments can be interpreted as an adaptive educational strategy capable of integrating literacy development, leadership formation, and organizational learning simultaneously.

In practical terms, this study suggests that pesantren educational institutions should strengthen student-based organizational structures as part of their leadership development strategy. Library organizations, student service units, and literacy-based extracurricular activities should be systematically integrated into the institutional framework of character education and managerial training. Such integration is important because contemporary Islamic educational institutions are increasingly required to produce graduates who possess not only religious competence but also organizational adaptability, collaborative skills, and leadership capacity in complex social environments. This argument is consistent with Hariyadi (2020), who states that pesantren leadership development requires systematic organizational habituation rooted in collective responsibility and

institutional discipline. Therefore, the findings of this study provide an alternative conceptual model for developing literacy- and leadership-based organizational education within modern pesantren systems.

Table 3. Research Focus and Research Findings

Research Focus	Findings
Book Management	Improving discipline and accuracy
Leadership	Developing responsibility and communication skills
Literacy Culture	Increasing students' reading activities

4. CONCLUSIONS

This study concludes that the optimization of Ganespo Library Assistant activities at Pondok Modern Darussalam Gontor functions not only as a library management mechanism but also as an experiential medium for leadership formation, managerial learning, and character education among students. Through structured organizational activities such as task distribution, circulation services, inventory management, and collective evaluation, students develop discipline, responsibility, communication skills, teamwork, and organizational leadership within the pesantren environment.

The findings further demonstrate that pesantren-based library organizations possess multidimensional educational functions that integrate literacy culture, organizational participation, and leadership development simultaneously. In this context, the library is positioned not merely as a supporting educational facility, but as a micro-level leadership ecosystem where students acquire practical managerial experience through daily institutional participation. This study therefore contributes to the growing discourse on experiential leadership and organizational learning within Islamic boarding school education.

Nevertheless, this study remains limited because it focuses on a single pesantren institution and employs a descriptive qualitative approach. Future studies are recommended to involve comparative investigations across different pesantren contexts, apply mixed-method or quantitative approaches, and explore the long-term impact of library organizational participation on students' academic achievement, leadership competence, and literacy development.

The implications of this study highlight the importance of strengthening student-based organizational systems within pesantren educational institutions as part of leadership and character education strategies. Library organizations should no longer be viewed solely as technical support units, but as educational platforms capable of cultivating managerial competence, collective responsibility, and literacy-oriented leadership among students.

Practically, pesantren institutions may integrate library-based organizational activities into broader educational frameworks through systematic cadre formation, participatory leadership training, literacy habituation, and organizational mentoring programs. Such integration is particularly relevant in contemporary Islamic education, where students are expected not only to master religious knowledge but also to possess adaptive leadership capacity, collaborative skills, and organizational competence in responding to social and educational challenges.

Theoretically, this study offers a conceptual contribution by introducing the idea of pesantren library organizations as experiential leadership ecosystems. This concept enriches the discourse of Islamic educational management by emphasizing that leadership formation in pesantren environments can emerge organically through organizational participation, institutional responsibility, and collective work culture embedded in students' daily educational experiences.

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