



Assistance in the Preparation of Work Programs for Intra-Madrasah Student Organization through Basic Student Leadership Training at Madrasah Aliyah Al-Anwar Cangkringrandu Perak Jombang

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Abstract

Intra-Madrasah Student Organization (Organisasi Siswa Intra Madrasah/OSIM) is a strategic instrument in developing student leadership and character in the madrasah environment. OSIM's effectiveness is hampered by the limited capacity of administrators to develop systematic and contextual work programs. This Community Service (Pengabdian Kepada Masyarakat/PKM) activity aims to improve the leadership and managerial competencies of OSIM administrators at Madrasah Aliyah (MA) Al-Anwar Cangkringrandu Perak Jombang. The activity was carried out by mentoring the preparation of work programs integrated with Basic Student Leadership Training (Latihan Dasar Kepemimpinan Siswa/LDKS) activities. A participatory-educational approach was applied by actively involving OSIM administrators in the process of needs analysis, vision-mission formulation, activity planning, and the preparation of evaluation indicators. The results of the mentoring showed a significant increase in the conceptual understanding of student leadership and the technical ability to develop work programs that are structured, realistic, and oriented to the needs of the madrasah. The resulting work program has gone through a process of presentation and joint reflection, receiving a positive response from OSIM supervisors and the madrasah. This activity proves that the integration between leadership value development and organizational technical mentoring can optimize OSIM's role as a student leadership laboratory, and support the creation of sustainable student organization governance in the madrasah.

Keywords: *Student Leadership Basic Training; Student Intra-School Organization; Participatory Mentoring; Program Planning*

INTRODUCTION

OSIM is a strategic instrument in the implementation of education in *madrasas*, oriented towards developing students' non-academic potential. OSIM's existence is not only interpreted as a formal student organization, but also as a vehicle for learning leadership, management, and character development in a planned and sustainable manner.¹ OSIM trains students to take on roles, manage responsibilities, work in teams, and develop social awareness of the *madrasah* environment and the surrounding community. OSIM plays a vital role in supporting the achievement of national education goals.



The urgency of strengthening the role of OSIM aligns with the mandate of Law Number 20 of 2003 concerning the National Education System, which affirms that education aims to develop the potential of students to become people who believe in and fear God Almighty, have noble character, are intelligent, skilled, creative, independent, and responsible as citizens. These goals are achieved not only through intracurricular learning in the classroom, but also through co-curricular and extracurricular activities that provide space for students to learn contextually and applicatively.² OSIM is a strategic means of developing students outside of formal learning.

Minister of Education and Culture Regulation Number 62 of 2014 concerning Extracurricular Activities in Elementary and Secondary Education is an educational policy that strengthens student organizations. This regulation emphasizes that extracurricular activities aim to optimally develop students' potential, talents, skills, personality, cooperation, and independence.³ OSIM is an integral part of student activities. OSIM is responsible for designing and implementing programs that are not merely ceremonial but also have a real impact on student character and leadership development.

The effectiveness of OSIM is largely determined by the quality of the work program planning prepared by its management. A work program is a planning document that serves as the primary guideline for implementing OSIM activities during a single management period. A good work program should be systematically structured, based on the actual needs of the *madrasah* and students, have clear objectives, and be equipped with success indicators and evaluation mechanisms.⁴ Without careful planning, OSIM activities have the potential to be unfocused, overlapping, and have less significant impact on student development.

Initial observations and communication with the MA Al-Anwar Cangkringrandu Perak Jombang revealed that the OSIM management faced several challenges in developing its work program. These challenges included limited understanding of organizational planning concepts, minimal organizational experience, and suboptimal technical assistance from competent parties. As a result, the OSIM work program tended to be simplified, mimicking previous programs, and not fully tailored to the actual needs of the *madrasah* or student dynamics..

This situation demonstrates a gap between the ideal role of OSIM, as envisioned in educational regulations, and the actual capabilities of OSIM administrators at the educational unit level. If this situation is allowed to continue, OSIM could potentially lose its strategic role as a vehicle for developing student leadership and character. Educational interventions and mentoring are needed to ensure OSIM administrators have the adequate capacity to carry out their duties and responsibilities.

One of the strategic moments in the development of OSIM administrators is the LDKS activity. LDKS is an initial development activity aimed at instilling the basic

values of leadership, discipline, responsibility, cooperation, and integrity in students.⁵ From an Islamic education perspective, LDKS is a medium for internalizing noble moral values, trustworthiness, and leadership based on ethics.⁶ LDKS has an important position as the initial foundation for the formation of student leadership character.

According to the policy of the Ministry of Religious Affairs of the Republic of Indonesia, student development in *madrasas* is directed not only at developing academic competencies but also at strengthening students' character and leadership. This aligns with the policy of strengthening character education in *madrasas*, which emphasizes the importance of integrating religious, nationalistic, independent, mutual cooperation, and integrity values into all student activities.⁷ LDKS should not only contain motivational and disciplinary material, but also provide the practical skills needed by OSIM administrators in running the organization.

The reality of LDKS implementation in various educational units, including MA Al-Anwar Cangkringrandu Perak Jombang, is still dominated by the delivery of general material on leadership and ceremonial activities. Technical aspects of the organization, such as the development of the Student Organizational Student Executive Board of OSIM work program, activity management, and program evaluation, have not received adequate attention. These skills are essential for the effective implementation of instilled leadership values in student organization activities.

Kegiatan pendampingan penyusunan program kerja OSIM melalui LDKS menjadi sangat mendesak dan relevan. Pendampingan ini diharapkan mampu mengintegrasikan pelatihan kepemimpinan dengan keterampilan manajerial organisasi siswa. Pendampingan yang terstruktur diharapkan akan memungkinkan pengurus OSIM untuk memahami konsep kepemimpinan secara teoritis sekaligus menuangkannya dalam bentuk dokumen program kerja yang sistematis, realistis, dan berorientasi pada kebutuhan *madrasah*.

This Community Service (*Kegiatan Pengabdian kepada Masyarakat/PKM*) activity is designed as a form of higher education's contribution to supporting the improvement of student development quality in *madrasas*. As part of the implementation of the Tri Dharma of Higher Education, this PKM seeks to address a real-life problem faced by the community service partners, namely the limited capacity of the OSIM management in developing the organization's work program. The mentoring approach was chosen to foster a participatory and ongoing learning process between the community service team and the OSIM management.⁸

The OSIM administrators of MA Al-Anwar Cangkringrandu Perak Jombang will receive direct guidance in developing a work program that includes formulating the OSIM vision and mission, identifying the needs and potential of the *madrasah*, planning measurable activities, and developing success and evaluation indicators. The

mentoring process is integrated into the LDKS activities so that participants can directly apply the material learned in the real context of the student organization.

PKM activities are also expected to have a positive impact on the *madrasah* as a whole. A well-structured OSIM work program will support the creation of a more active, participatory, and conducive *madrasah* climate for the development of student potential. OSIM can act as a strategic partner for the *madrasah* in organizing activities that support the institution's vision and mission.⁹

PKM is also expected to foster a culture of sound planning among students. The experience of systematically developing work programs will be an important asset for students facing the next level of education and social life.¹⁰ PKM assistance in preparing OSIM work programs is not only short-term, but also has long-term implications for the development of leadership of the younger generation.

The Student Creativity Program (PKM) to assist in the development of the Student Organization (OSIM) work program through the Student Council (LDKS) at MA Al-Anwar Cangkringrandu Perak Jombang is highly urgent and relevant. This activity not only addresses the real needs of the community service partners but also aligns with national education policies and student development policies in *madrasahs*. The implementation of this PKM is expected to make a tangible contribution to strengthening leadership and student organizational governance within the *madrasah*.

METHOD

This PKM uses a participatory-educational approach. This approach was chosen to ensure that the PKM process is not only oriented towards knowledge transfer, but also towards empowering participants through direct involvement, critical reflection, and real practice in the context of student organizations. The subjects of assistance in this PKM activity are the current period of the OSIM MA Al-Anwar Cangkringrandu Perak Jombang management, which consists of leadership elements and field coordinators (Creswell, 2015).

This mentoring program utilizes the LDKS forum as the primary venue for implementation. The subject and location of the service were selected based on the actual needs of the *madrasah* in improving the leadership and managerial capacity of the OSIM administrators, particularly in the development of student organization work programs.

The implementation of this PKM activity is designed in stages and integrates LDKS activities with OSIM work program development assistance. The activity stages are structured systematically so that participants gain a conceptual understanding of leadership as well as practical skills in planning and managing student organizations.¹¹ This integration is intended so that the leadership material obtained by participants can be directly implemented in the form of contextual and applicable OSIM work program planning.

The strategy used to achieve the community service objectives is structured mentoring that combines leadership development with technical training in work program development. Implementation methods include focus group discussions, planning simulations, direct mentoring, participatory presentations, and critical reflection. This approach was chosen to ensure a dialogic and contextual transfer of knowledge.



Figure 1: Mentoring Stages

Source: Processed by the authors

These stages show that community service activities are not only oriented towards the results of work program documents, but also towards strengthening organizational capacity and the independence of student communities in managing OSIM in a sustainable manner.

RESULT

The OSIM administrators demonstrated increased self-confidence and responsibility for the work program they had developed together. The dynamic presentation and reflection of the work program results were crucial in strengthening the activity's outcomes. Through work program presentations to the OSIM supervisors and community service team, participants received constructive feedback on the program's feasibility, measurability, and sustainability. This process encouraged participants to refine the work program design and fostered an open attitude to criticism and suggestions as part of the organizational learning process.

The *madrasah* and OSIM supervisors, from the perspective of community service partners, responded positively to the implementation of this PKM activity. The integrated mentoring with the LDKS (Learning and Community Service Team) was deemed to have introduced a new dimension to OSIM development, as it focused not only on normative leadership character development but also equipped students with practical skills that could be directly applied within the organization. The resulting OSIM work program was also deemed more relevant to the needs of the *madrasah* and had the potential to increase student participation in student activities.

The overall results of the PKM activity demonstrated that mentoring in developing OSIM work programs through the LDKS was able to create positive changes in both the process and the output of the activity. The participatory mentoring process encourages the active involvement of the Student Organization (OSIM) management, while the outputs, such as systematic work programs and improved leadership capacity, serve as indicators of the success of the community service activities. These results serve as a crucial foundation for the continued development of OSIM and the strengthening of student organization governance at MA Al-Anwar Cangkringrandu Perak Jombang.



Figure 1. Providing Leadership material



Figure 2. LBB activities shape discipline



Figure 3. Problem-solving deliberation activities



Figure 4. Outbound activities foster togetherness



Figure 5. Closing of LDKS Activities

Image source: Activity documentation

DISCUSSION

The results of the OSIM work program development mentoring activities through the LDKS at MA Al-Anwar Cangkringrandu Perak Jombang show that the integration of leadership development and organizational planning practices has a significant impact on increasing the capacity of OSIM administrators. This finding reinforces the view that student leadership is not sufficiently developed through the delivery of values and motivation alone, but needs to be internalized through direct experience in managing the organization and developing concrete program plans.¹²

Leadership is understood as a social learning process that develops through experience, interaction, and reflection.¹³ Student leadership is not just the ability to lead others, but also the ability to manage oneself, make decisions, and be responsible for collective tasks. The results of mentoring show that when students are actively involved in developing the OSIM work program, they begin to understand leadership as a moral and organizational responsibility, not just a structural position. This aligns with the concept of student leadership development, which emphasizes the importance of learning by doing in developing students' leadership character.¹⁴

The changing perspectives of OSIM administrators on work programs can also be analyzed through educational organizational theory. Schools and *madrasas*, as educational organizations, have unique characteristics, where the learning process takes place not only in the classroom but also through organizational activities and school culture.¹⁵ As part of the *madrasah* organizational system, OSIM functions as a leadership and management laboratory for students. The systematic and contextually structured OSIM work program demonstrates that the student organization can serve as a subsystem of the educational organization that supports the achievement of the *madrasah's* vision and mission.

The results of this PKM activity demonstrate that when OSIM administrators are equipped with an understanding of organizational planning, they are able to design work programs that are more focused, measurable, and relevant to the needs of the *madrasah*. This finding reinforces the theory of educational organizational management, which places planning as a fundamental function in organizational management (Mulyasa, 2017). A clear work program is an important instrument in coordinating activities, dividing roles, and evaluating the achievements of student organizations on an ongoing basis.

Analysis of the dynamics of mentoring shows the active involvement of OSIM administrators in each stage, the participatory-educational approach in PKM is running effectively.¹⁶ This approach allows for a dialogic process between the service team and partners, so that the resulting solutions are not top-down, but rather emerge from the needs and experiences of those assisted. The success of the activity is measured not only by the achievement of physical outcomes, but also by changes in the knowledge, attitudes, and skills of the service partners.

The involvement of OSIM supervisors and *madrasah* officials in the mentoring process also reinforces the finding that synergy between universities and educational units is a crucial factor in the success of community service. This collaboration creates a conducive learning environment for students while ensuring the sustainability of the service outcomes after the PKM activity ends. PKM does not stop at a short-term intervention, but contributes to strengthening the student development system at *madrasahs*.¹⁷

When viewed from the perspective of character education, the results of this activity show that the preparation of the OSIM work program through LDKS mentoring is an effective means of internalizing the values of leadership, responsibility, cooperation and integrity.¹⁸ These values are not only conveyed normatively, but are also directly practiced in the organization's planning and decision-making processes. This aligns with the character education approach, which emphasizes the integration of values into students' actual activities.¹⁹

The output of a systematic OSIM work program reflects the increased managerial capacity of OSIM administrators as student leaders. The work program is no longer understood as an administrative document, but rather as a strategic guideline that directs the student organization's activities throughout its term.²⁰ These findings support the view that well-managed student organizations can be an effective vehicle for developing 21st-century skills, such as critical thinking, collaboration, communication, and leadership.

PKM also provides theoretical and practical contributions. Theoretically, the results of the community service reinforce the concept that student activity-based mentoring can be an effective model for developing student leadership.²¹ This activity practically provides an example of PKM implementation that is relevant to the needs of educational units, especially *madrasahs*, and can be replicated in other educational institutions with similar characteristics.

The discussion of the results of this PKM activity shows that the assistance provided in developing the OSIM work program through LDKS not only improves the competency of OSIM administrators but also contributes to strengthening the function of the student organization as an integral part of the educational organization. This activity emphasizes the importance of integrating leadership theory, educational organizational practices, and a participatory approach in PKM to create meaningful and sustainable change.

CONCLUSION

The Student Creativity Program (PKM) mentoring program development for the Student Organization (OSIM) through the Student Council (LDKS) at MA Al-Anwar Cangkringrandu Perak Jombang was effective and had a positive impact on strengthening the leadership and managerial capacity of OSIM administrators. The integration of student leadership development and hands-on practice in program

development proved effective in bridging the gap between conceptual understanding of leadership and its practical implementation within the student organization.

The participatory-educational approach used in this activity enabled the active involvement of OSIM administrators as subjects of service. The mentoring process not only resulted in the output of a work program document but also encouraged changes in students' perspectives, attitudes, and leadership skills. OSIM administrators began to understand the work program as a strategic organizational instrument that serves to direct activities, assign roles, and evaluate organizational achievements, rather than simply as a formal administrative document.

This activity also confirmed that the LDKS has significant potential as a strategic space for student leadership development if designed in an applicable manner and integrated with organizational needs. The mentoring of the OSIM work program development program within the LDKS series ensures that the values of leadership, responsibility, cooperation, and integrity are not limited to the normative level but are internalized through direct organizational experience.

The PKM community service activities demonstrate that collaboration between universities and madrasahs in student development can produce a relevant, contextual, and sustainable mentoring model. The resulting OSIM work program serves as an indicator of successful community service and serves as a starting point for strengthening student organization governance within the *madrasah* environment.

The implication of this activity is the need for ongoing mentoring in OSIM development, both through the integration of LDKS activities with organizational practices and through the active role of OSIM mentors and madrasahs. Going forward, similar activities can be developed with a focus on evaluating the implementation of OSIM work programs or strengthening ongoing leadership competencies to optimize and sustain the impact of community service.

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