



Guided Workshop: Strategic Management Mentoring and Character-Based Leadership Development for Student Organization Management of Abdi Marier Junior High School

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Abstract : The development of information technology and global dynamics require student organizations to integrate strategic management with character building. In practice, organizational management is still dominated by conventional leadership patterns, repetitive work programs, and is not supported by an adequate evaluation system. The community service program aims to improve the managerial competence of the management of the Abdi Marier Middle School student organization in the Kota Anyar area through a strategic management and character-based leadership workshop. This activity was carried out using the Asset Based Community and Development (ABCD) approach through the stages of discovery, asset mapping, dreaming, designing, and delivery. The evaluation was carried out using a qualitative approach, pretest and posttest methods from a questionnaire of 10 people. From the above instruments, the results of this study can be used as a form of encouragement for changes in more adaptive leadership patterns, strengthening organizational coordination, and producing follow-up plans in the form of training. These findings indicate that the ABCD approach is more effective in increasing managerial capacity and strengthening organizational governance.

Keywords : Character Based Leadership, Asset Based Community and Development, Student Organization Management.

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INTRODUCTION

The development of information technology and global dynamics have changed the way organizations plan, manage, and evaluate work programs in a more adaptive and data-based way (Bahri et al., 2024). These changes are not only occurring in business organizations, but also in student organizations as a forum for leadership learning and character development in the school environment (Agus R & Kholifatunnisak, 2024). In this context, student organization administrators are required to possess strategic management skills to formulate goals, develop work programs, manage resources, and conduct systematic evaluations. Therefore, strengthening managerial competencies and character-based leadership is becoming increasingly important for establishing a student organization that is adaptive, accountable, and oriented toward program sustainability.

Strategic management is an approach that integrates the processes of planning, implementation, control, and evaluation to effectively achieve organizational goals (Budiono & Mukhlis, 2024). In student organizations, the application of strategic management is not only related to the preparation of annual work programs, but also includes the ability to analyze the organization's internal and external conditions, identify opportunities and challenges, set program priorities, and conduct evaluations based on performance indicators (Anggraeni, 2024; Chaerul & Zatadini, 2020; Faza, 2021). The application of these principles enables organizations to have a clearer direction for development and be able to adapt to environmental changes (Jain et al., 2022; Wahid et al., 2022). On the other hand, the success of strategic management implementation is greatly influenced by the leadership capacity of management in coordinating resources, building effective communication, and encouraging the participation of all members of the organization (Raharjo et al., 2024). Thus, strategic management is not only understood as an administrative process, but as an instrument for strengthening organizational governance that is able to increase the effectiveness of work program implementation (Setiawan et al., 2024).

In addition to strategic management aspects, character-based leadership is an important foundation in building a healthy organizational culture (Warrick, 2017). Leadership is no longer seen simply as the ability to direct members, but also as a process of building integrity, responsibility, discipline, collaboration, and exemplary behavior. These character values become social capital that determines the quality of decision-making and the successful implementation of organizational programs (Fisher & Rosella, 2022; Okatta et al., 2024). In student organizations, character-based leadership serves as a medium for developing leadership competencies from an early age, enabling students to develop critical thinking skills, resolve conflicts constructively, and adapt to change. The integration of strategic management and character-based leadership is expected to produce organizational governance that is not only effective in achieving program targets but also oriented toward developing students' character as future leaders (Crawford et al., 2023).

Initial observations of the student organization at Abdi Marier Middle School indicate that its management still faces several challenges. The work programs developed tend to be routine and repetitive, not based on an analysis of the organization's needs, and lack a structured evaluation mechanism. Furthermore, the emerging leadership style remains reactive, leading to decision-making being influenced more by immediate needs than by medium-term planning. This situation results in low program implementation effectiveness, suboptimal coordination between departments, and the lack of an evaluation system capable of objectively measuring organizational success.

Various student organization mentoring activities that have been implemented generally focus on leadership training, increasing motivation, or developing communication skills. However, most of these programs are still implemented partially and do not integrate strategic management strengthening, character-based leadership, and the development of organizational evaluation systems into a single, sustainable mentoring model. Based on these conditions, this community service program offers an approach that integrates strategic management workshops, character-based leadership development, and mentoring in the development of organizational strategic plans through the Asset-Based Community Development (ABCD) approach. This approach is expected to optimize the organization's internal potential while strengthening the management's capacity to systematically design, implement, and evaluate work programs.

Based on these issues, this community service program aims to assist the student organization administrators of Abdi Marier Middle School in implementing strategic management and developing character-based leadership through guided workshops using the ABCD approach. This program is expected to improve the administrators' managerial competency, strengthen organizational governance, and build a more focused planning and evaluation system. In addition to providing practical benefits to partner organizations, this activity is also expected to become a mentoring model that can be replicated in student organizations at other schools with similar characteristics and problems.

METHOD

This community service activity uses the Asset Based Community Development (ABCD) approach with a participatory mentoring design aimed at optimizing the internal potential of student organizations through strengthening strategic management and character-based leadership (Bakhri & Tafsir, 2022; Torti et al., 2022). The activity was carried out in June 2026 at Abdi Marier Middle School, Kota Anyar District, Probolinggo Regency, East Java, involving 10 student organization administrators selected using a purposive sampling technique, namely participants who have an active role in organizational management and are directly involved in the planning and implementation of work programs.

The implementation of activities is carried out through five stages of the ABCD approach, namely Discovery to identify the organization's potential and problems, Asset

Mapping to map the resources owned, Dreaming to formulate the vision and direction of organizational development, Designing to develop strategies, work programs, and Strategic Plans (Renstra), and Delivery as the implementation, mentoring, and evaluation stage of activity results.

The instruments used included observation sheets, interview guidelines, pre-tests and post-tests to measure participants' competency improvement, validation sheets for the Strategic Plan documents, and participant response questionnaires regarding the workshop implementation. Quantitative data were analyzed descriptively and comparatively by comparing the results of the pre-test and post-test, while qualitative data from observations, interviews, and documentation were analyzed using an interactive model that included data reduction, data presentation, and drawing conclusions to obtain an overview of the effectiveness of the mentoring program implementation (Al Ghifari et al., 2022; Ridwan et al., 2021).

RESULT AND DISCUSSION

1. Overview of Program Achievements and Experimental Quantitative Analysis

The implementation of community service activities through a guided workshop scheme at Abdi Marier Middle School was aimed at reforming the governance of student organizations through interventions that simultaneously strengthen the managerial competencies of functionaries. The effectiveness and success of this program were rigorously evaluated using a quantitative approach. Quantitative parameters were measured through three main instruments: a comparison of pre-test and post-test results to measure the margin of cognitive-practical improvement, a feasibility test of the draft digital Strategic Plan (Renstra), and the percentage of administrators' acceptability of responses to the direct impact of mentoring.

Based on the results of the recapitulation of evaluation data collected from the mentoring cycle, the effectiveness of this intervention shows very significant, concrete, and measurable results, as comprehensively presented in the table below:

Table 1. Program Evaluation Parameters

NO	Program Evaluation Parameters	Achievement Results	Indicators of Success & Real Impact on the Organization
1	Improving Managerial Competence	90%	The average score for understanding organizational governance jumped sharply from the initial baseline (pre-test) limit of 60% to 90% in the post-workshop post-test.
2	Product Quality Evaluation (Renstra)	95%	The digital-based strategic plan documents and internal policy instruments independently prepared by the management have 95%

			compliance with modern management standards.
3	Participant Response and Acceptability	100%	All functional administrators (100%) stated that the program had a real, adaptive impact in reforming internal communication patterns.

The quantitative data leap in the first parameter confirms optimal knowledge assimilation during the mentoring process. The margin of increase from a 60% pre-test baseline average to a 90% post-test achievement provides valid empirical evidence that a guided workshop-based intervention model with a hands-on practice method is far more effective when applied to student organizations compared to one-way counseling or conventional lecture methods. The comparative nature of this testing indicates that the active involvement of participants in independently holding and constructing instruments promotes deeper learning. Student administrators at Abdi Marier Middle School have proven capable of transcending abstract theoretical understanding and converting it into ready-to-use practical operational skills.

The digital-based Strategic Plan (Renstra) documents and internal policy instruments designed by the participants were validated using a standard assessment sheet for modern organizational management. The assessment results showed a 95% level of suitability and feasibility. This high product quality demonstrates that the student administrators have successfully adopted the principles of professional governance. The documents they produced no longer simply contain a list of planned activities that are momentary or repetitive, but instead include an analysis of the school's macro-environment, mitigation of obstacles, institutional risk mapping, rational resource allocation, and the determination of specific, measurable, and accurate indicators of program success.

2. Qualitative Analysis of Scientific Dynamics, Deconstruction of Thought Patterns, and Character Strengthening

Qualitatively, the implementation of the community service program by adopting the Asset Based Community Development (ABCD) approach has proven successful in triggering a paradigm shift in thinking and activating critical consciousness among the student organization functionaries of Abdi Marier Middle School. Empirical reality before the mentoring program was implemented showed that the organizational structure at Abdi Marier Middle School was trapped in a conventional-mechanistic leadership pattern that tended to be reactive. Organizational management was carried out without a clear strategic direction; work programs were designed solely to fulfill the school's bureaucratic obligations or simply replicate activities from previous years' management without a valid data analysis basis.

Progressive scientific dynamics began to emerge when administrators were directly assisted in exploring and mapping the school's internal assets and hidden strengths within their own teams. This process of deconstructing outdated mindsets sparked a healthy academic debate among departmental functionaries during a strategic

environmental analysis practice session. A new understanding emerged among administrators that the essence of a successful student organization is not measured by the quantity of work programs executed quantitatively, but rather by the efficiency of the governance system, the clarity of the division of labor, and the accountability of work performance based on structured instruments.

The most crucial sociological and psychological impact of this guided workshop was demonstrated by the 100% participant response rate. Through appreciative interviews and questionnaires, it was revealed that all administrators felt a tangible impact, creating a much healthier and more adaptive internal communication climate. The availability of clinical supervision instruments and a structured feedback system proved effective in cutting through convoluted internal bureaucracy and reducing the potential for overlapping internal regulations, which had been the root of interpersonal conflict among administrators.

Interaction patterns within the organization are transforming into professional, open, and objective relationships based on work instrument assessment parameters, rather than personal sentiment. Indirectly, this dynamic is a highly effective medium for shaping and strengthening student leadership character with high integrity, innovation, creativity, solution-oriented thinking, and responsibility for the future existence of their organization.

3. Program Sustainability Analysis and Follow-up Plan

A community service program with high academic value is required to not only provide a short-term impact during the intervention period, but also to ensure the stability and sustainability of the impact in the future. To maintain the modern governance climate that has been formed at SMP Abdi Marier and prevent regression of leadership patterns after the program ends, the community service team together with partner functionaries have carefully formulated three pillars of a strategic follow-up plan that must be implemented consistently:

a. Formation of a Special Internal Division to Guard the Strategic Plan

The management of the Abdi Marier Middle School student organization officially agreed to establish an internal ad-hoc commission or division that has the full mandate to monitor, oversee, and evaluate the achievement of the draft strategic plan (Renstra) targets periodically in each quarter of the management period. Implementation of Advanced Training: Scheduling a cycle of advanced service in the next period by focusing the training curriculum on more complex managerial materials, including high-level conflict management strategies, institutional crisis mitigation, and strategic decision-making methodologies under the pressure of critical situations. Digitalization of the Integrated Database-Based Reporting System Converting traditional administrative reporting systems and physical accountability that are vulnerable to damage or loss into a digital reporting system integrated with

an integrated internal database, to ensure that all strategic documents can be inherited and accessed sustainably by the next generation of management.

The implementation of mentoring through the Asset Based Community Development (ABCD) approach shows effectiveness in improving the strategic management competency of student organization administrators through a learning process that is oriented towards optimizing the organization's internal potential (DiBella et al., 2023). This approach encourages participants to identify their assets, recognize development opportunities, and develop strategies based on the organization's real needs, so that the learning process is contextual, participatory, and centered on the participants' experiences. The effectiveness of this activity is reflected in the increase in pre-test results from 60% to 90% in the post-test, indicating an increase in participants' understanding of strategic planning, program organization, and organizational evaluation mechanisms. This increase indicates that the mentoring process, which places participants as the primary subject of learning, is able to build managerial capacity more sustainably than training that is solely oriented towards delivering material. Thus, the ABCD approach not only improves participants' conceptual abilities but also strengthens the readiness of student organizations to develop governance that is more adaptive to environmental changes (Faguet, 2014).

In addition to improving managerial competence (Porvazník et al., 2018; Zhahira et al., 2022). The mentoring program also produced a student organization Strategic Plan (Renstra) document that achieved a 95% compliance rate based on validation results. This achievement indicates that participants have been able to translate the organization's vision into strategic objectives, performance indicators, and work programs that are more systematic and measurable. Before the mentoring activity was implemented, the preparation of work programs was still dominated by routine activities that were not based on an analysis of organizational needs or priorities, so that their implementation often took place without a clear strategic direction. After receiving mentoring, administrators began to understand the importance of environmental analysis, target setting, and indicator-based evaluation as a basis for organizational decision-making. Therefore, the existence of the Renstra document is no longer understood as merely an administrative completeness, but rather as a control instrument that can increase the effectiveness, accountability, and sustainability of student organization governance.

Character-based leadership development also makes a real contribution to changes in student organization management behavior (Rozi et al., 2022). Strengthening the values of integrity, responsibility, discipline, cooperation, and role modelling encouraged participants to adopt a more adaptive, participatory leadership style, and one that is oriented towards collaborative problem-solving. These changes were reflected in the increased ability of administrators to build more

open communication, involve members in the decision-making process, and manage organizational conflict constructively. These findings indicate that leadership effectiveness is not only determined by technical ability in managing an organization, but is also influenced by the leader's character, which serves as the foundation for a healthy organizational culture. Integration between strategic management and character-based leadership ultimately able to produce a more sustainable organizational transformation process and support the creation of a productive organizational environment that is oriented towards human resource development (Agustian et al., 2023; Mukhuty et al., 2022).

The success of the mentoring program was also reflected in the high level of participant engagement throughout the entire series of activities. The participatory approach implemented through the stages of Discovery, Asset Mapping, Dreaming, Designing, and Delivery provided space for each participant to actively participate in identifying problems, formulating solutions, and evaluating the results of the activities (Munif et al., 2021). The effectiveness of this approach is reinforced by the results of the questionnaire, which showed a positive response rate of 100% from participants, indicating that the workshop method is able to increase learning motivation while fostering a sense of ownership of the jointly developed program. This high level of participation is a crucial factor in the process of organizational empowerment because sustainable change can only be realized if all members of the organization play an active role in every stage of development (Rozi et al., 2021). Therefore, the ABCD-based participatory approach can be seen as an effective mentoring strategy to increase the capacity of student organizations in a sustainable manner (Garcia et al., 2023).

The subsequent implementation of the mentoring program had a significant impact on improving student organizational governance, particularly in coordination, task allocation, and program evaluation mechanisms. Prior to the program's implementation, organizational management was dominated by incidental work patterns with an unstructured division of responsibilities, resulting in frequent overlaps in program implementation. After attending the workshop and mentoring process, the management began implementing target-based planning, developing success indicators, and conducting regular evaluations of each program (Chaudhry et al., 2023). These changes demonstrate that improving managerial competency not only results in theoretical understanding but also has a direct impact on the organization's day-to-day management practices. Thus, the mentoring program successfully strengthened student organizational governance, making it more systematic, accountable, and oriented toward improving the quality of organizational performance (Alshurideh et al., 2022).

Overall, the results of this community service demonstrate that the integration of strategic management, character-based leadership, and the Asset-Based Community Development (ABCD) approach can produce a comprehensive mentoring model to enhance the capacity of student organizations. This model not only contributes to improving individual competencies, but also strengthens the governance system through the preparation of Strategic Plans, the development of evaluation mechanisms, and the formation of a more adaptive organizational culture. This success indicates that the development of student organizations requires a systematic, participatory, and continuous mentoring process so that the resulting changes do not stop at increasing knowledge, but continue to change organizational behavior. Therefore, the ABCD-based mentoring model has the potential to be replicated in student organizations in various schools as an alternative empowerment strategy that can strengthen leadership, increase organizational effectiveness, and build a work culture oriented towards continuous quality improvement.

CONCLUSION

Based on the results of the community service program, it can be concluded that guided mentoring through strategic management workshops and character-based leadership development strengthened the managerial capacity of student organization administrators at Abdi Marier Junior High School. The implementation of the Asset-Based Community Development (ABCD) approach enabled participants to identify and mobilize their existing organizational assets through the development of a Strategic Plan (Renstra), participatory leadership practices, and systematic program evaluation. The improvement in post-test performance, the quality of the Strategic Plan documents, and the more focused and collaborative management practices demonstrate that the program generated both knowledge improvement and practical organizational change. Thus, the mentoring model moves beyond knowledge transfer by facilitating students to translate strategic management principles and character-based leadership values into concrete organizational practices. This approach offers a transferable empowerment model for strengthening student organization governance in schools with comparable organizational and contextual characteristics.

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