



Strengthening Student Leadership Skills through Organizational Management Assistance

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Abstract : This research explores the effectiveness of organizational management. This research uses a qualitative approach with a case study type. Research subjects include teachers, students, OSIS administrators, and other related parties. Data collection techniques are carried out through interviews, observation, and documentation, while data analysis is carried out using data reduction techniques, data presentation, and concluding. The research results show that effective organizational management assistance can improve students' leadership skills through success indicators such as motivation and active involvement, increased social skills, participation in social activities, and development of social networks. Programs designed to be responsive to feedback and adaptive to environmental changes show positive results in student performance in leadership activities and social network development. The implications of these findings indicate that the program was successful in improving students' overall leadership skills and strengthening their involvement in the school community.

Keywords : Leadership Skills; Organizational Management; Student Engagement; Educational Programs.

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INTRODUCTION

Improving student leadership skills in secondary schools requires more than just structured development programs; it also requires effective managerial support from the educational organization. This support involves implementing managerial strategies that facilitate leadership development through integrated programs and initiatives (Lamirin, Santoso, and Selwen 2023; Lestari, Wahyudin, and Dewi 2023). This is important because students with strong leadership skills not only demonstrate better academic performance but are also better prepared to face future challenges (Abdulrahman, Management, and Malang 2023). Improving students' leadership skills relies not only on structured development programs but also requires effective managerial support to support their implementation. This is because solid managerial support can facilitate the implementation of leadership strategies that focus on both practical and theoretical skills (Anon nd, 2024). This support should involve ongoing evaluation and constructive feedback so that students can continue to develop in a supportive environment (Princess 2024).

This research includes an in-depth analysis of how managerial assistance can enhance students' leadership skills through the implementation of structured and effective strategies Hubbart (2023) and Rochim (2023) demonstrated that integrated managerial support, including program planning and evaluation, can strengthen leadership development programs by providing optimal opportunities for students to develop. Case studies in several secondary schools demonstrated that a managerial approach involving continuous evaluation and constructive feedback can significantly improve students' leadership skills. Barfi and Opoku (2023); Mamabolo (2024), emphasized that the implementation of effective managerial strategies can improve the implementation of leadership programs, which in turn improves the quality of students' leadership skills. Meanwhile, explains that active and responsive managerial support to students' needs can create an environment that supports better leadership development, as well as ensuring that development programs are effective and have a positive impact (Mohzana 2024).

This study seeks to explore how the implementation of effective managerial support within a leadership development program can optimize students' leadership skills, focusing on aspects such as planning, implementation, and evaluation. It will identify how the integration of various managerial dimensions can create a more supportive and productive environment for students' leadership development (Castro 2023). By understanding how this managerial approach functions in an educational context, it is hoped that this research can provide valuable insights into designing more efficient and relevant managerial strategies that address students' needs and characteristics. In this context, well-designed leadership development programs need the active support of school management to ensure their effectiveness and sustainability (Lauren 2023). This support includes thorough planning, consistent implementation, and comprehensive outcome assessments to measure

student progress in leadership skills (Suskawationo, Lian, and Eddy 2021). Without proper managerial support, even the best programs can struggle to achieve their goals.

This study aims to analyze how the implementation of effective managerial assistance can improve students' leadership skills by identifying key factors that influence program success, understanding students' needs and expectations in the context of leadership development, and evaluating the impact of integrated and responsive managerial strategies on leadership development outcomes (Gray et al. 2023; Koburtay, Abuhussein, and Sidani 2023). This research argues that improving leadership skills requires a more systematic approach and ongoing support, especially in dynamic and demanding educational environments. Approaches that rely solely on development programs without adequate managerial support often fail to achieve optimal and sustainable results.

METHOD

This research uses a qualitative approach with a case study to deeply understand the implementation of organizational management assistance in improving student leadership skills at ISTIQLAL Senior High School, Sumbercenteng Village, Kotaanyar, Probolinggo. This approach was chosen because it allows the researcher to explore the subjective experiences and perspectives of various parties involved in the leadership development process. ISTIQLAL Senior High School was selected as the research location based on several considerations. First, the school is known for its commitment to advancing the quality of education and developing student skills, making it an ideal location to examine organizational management strategies. Second, ISTIQLAL Senior High School has demonstrated efforts in implementing innovative leadership programs, providing an opportunity for this research to directly evaluate their effectiveness and impact. Third, with the school's support in terms of access and openness to academic research, data collection and interactions with students and staff can be carried out more effectively.

Participants were selected using a purposive sampling technique, which involves selecting individuals based on specific considerations and objectives. This technique was used because the researcher needed data in the form of information that could only be obtained from informants who undoubtedly possessed more knowledge about the data the researcher wanted to obtain, thus producing data that met expectations and was relevant to the predetermined title. This study involved 12 participants, consisting of principals, teachers, administrative staff, organizational administrators, and students. The following table shows the educational background and gender of each participant.

Table 1. Research Informants

Participant	Gender		Educational background				Informant code
	Male	Female	SENIOR HIGH SCHOOL	Bachelor	Master	Doctor	
Headmaster	1	-	-	1	-	-	MB
Teacher	1	2	-	2	1	-	MA, DK, MH
Organizational Administrators	2	2	4	-	-	-	NH, SN, RY, FRH
Student Affairs	1	-	-	1	-	-	DFP
Student	2	1	3	-	-	-	ADF, SR, DV
Amount	7	5	7	4	1	-	-
Total	12 Participants						

The interview technique used in this study was a semi-structured interview, meaning it had an interview guide, although some interviews went beyond the guide. At the beginning of each interview, the researcher introduced herself and provided an overview of the interview topic. To enhance accuracy and comprehensive documentation, an agreement was made with the participants to record the interviews. These recordings, along with the accompanying transcripts, serve as valuable resources for careful analysis and interpretation in this study. The researcher prepared several questions relevant to the research theme for the semi-structured interviews. The interview questions were designed to explore the extent to which managerial assistance contributes to the development of students' leadership skills.

Table 2. Interview Material

Participants	Material
Headmaster	Policies in developing leadership skills
Teacher	Implementation and support of leadership programs
Organizational Administrators	Administrative support for leadership programs
Student Affairs	Managerial strategies for leadership programs
Student	Experience and feedback on leadership programs

Each interview lasted approximately 45 minutes. The researcher used a tape recorder to record the interviews and take field notes. The interviews were then transcribed, and participant identifiers were replaced with codes to protect confidentiality. The data analysis

process was conducted using the interactive model of Miles, Huberman, and Saldana (1994), which includes data collection, data reduction, data presentation, and conclusion drawing. The initial stage of data analysis included data collection through observation, interviews, and documentation. Next, the data was summarized and selected to focus on relevant key elements. The data was presented in narrative text to provide a clear picture. Conclusions were drawn based on the analysis of the selected and filtered data. Data validity was ensured through source triangulation and cross-referencing with relevant previous studies.

RESULT AND DISCUSSION

This study evaluates the effectiveness of this two-way symmetrical discussion context in improving leadership capabilities at ISTIQLAL High School, with an emphasis on four main indicators. First, transformative leadership capability, which reflects significant changes in students' leadership abilities as a result of the implementation of managerial interventions. Second, program embedding efficiency, which measures the extent to which organizational support programs are effectively integrated and accepted by students. Third, proactive motivational fostering, which assesses how the intervention affects students' motivation and engagement in leadership activities. Finally, academic and social achievement, which evaluates the impact of the program on students' academic achievement and social development. The results of this study provide in-depth insights into how the implementation of this two-way symmetrical discussion context can strengthen students' leadership capabilities and contribute to a dynamic balance in program implementation and achieved results.

1. Transformative Leadership Capabilities

Transformative Leadership Capability refers to the institution's ability to change and enhance students' leadership capacity through innovative and interactive communication strategies (Rosyada and Sujai 2022). This study shows that Organizational Management Assistance to Improve Student Leadership Skills at ISTIQLAL High School significantly improved through Transformative Leadership Capability. The principal explained, "The context of this discussion allows us to identify and develop students' leadership potential more effectively. By providing open channels of communication, students not only feel more engaged, but also more enthusiastic about taking on leadership roles." Students added, "We feel a real change in the way we are treated and given responsibilities. This approach has opened up opportunities for us to better develop our leadership skills through direct interaction with staff."

From the informant's statement above, it is clear that Transformative Leadership Capability at Istiqlal High School has strengthened students' leadership capabilities. The Principal stated that, "The context of this discussion is symmetrical to what is being implemented, where the feedback will allow us to develop a leadership program that is more responsive and adaptive to students' needs. We organize various leadership

trainings that involve direct feedback from students to ensure that they acquire relevant and useful skills." This statement is reinforced by a student's response, who stated, "Through regular discussion forums and leadership training, we feel more confident in taking on leadership roles and contributing more actively to Islamic boarding school activities" (Nasir, K, and Shaleh 2021). The emphasis of Organizational Management Assistance to Improve Student Leadership Skills on Transformative Leadership Capabilities has proven effective.

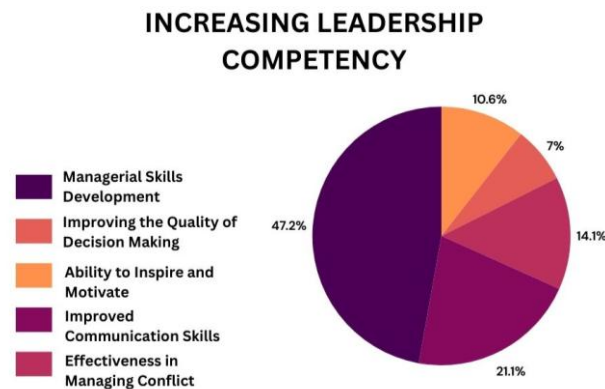


Figure 1. Transformative Leadership Capabilities

In the image above, it is explained that Organizational Management Assistance to Improve Student Leadership Skills in Transformative Leadership Capabilities can be achieved through several success indicators (Fath et al. 2023). First, the development of managerial skills, namely the ability to plan, organize, and control resources effectively. Second, improving the quality of decision-making, namely the ability of students to make strategic and timely decisions. Third, the ability to inspire and motivate, namely the effectiveness in motivating and inspiring team members to achieve common goals. Fourth, improving communication skills: the ability to communicate clearly and persuasively in various situations. In addition, effectiveness in managing conflict is needed to measure the ability to identify, address, and resolve conflict constructively.

2. Program Planting Efficiency

Program Implementation Efficiency refers to the extent to which the implemented program successfully increases student acceptance and engagement (Commission et al. 2021). Research findings indicate that the integration of organizational support programs at ISTIQLAL High School has successfully increased student engagement. The organizational advisor stated, "We have developed programs specifically designed to increase student engagement in leadership activities. Our assessments show that students are actively engaged and respond to the programs with high enthusiasm." Students also stated, "These programs are very relevant and interesting to us. They are designed to meet our needs and interests, so we feel more motivated to actively participate."

From the informant's statement above, it is clear that the application of the organizational management concept in the context of leadership skills development at Istiqalal High School creates a dynamic balance in the management of the leadership program. The organizational advisor stated, "The context of this discussion allows us to adjust the leadership programs based on student feedback and the development of the existing situation. These flexible programs ensure that the needs and expectations of students are always taken into account." This is supported by the opinion of a student who said, "We feel a positive change in the leadership program that is more suited to our needs and situation, thanks to the effective adaptation" (Kartika Lolita 2021). This balance demonstrates the program's adaptability in responding to evolving leadership needs (Suhandi and Robi'ah 2022).

4 Adaptives Program Flexibility



Figure 2. Program Planting Efficiency

The figure above shows that adaptive program flexibility is a key indicator in improving student leadership skills. First, responsiveness to feedback indicates the program's ability to respond to participant criticism and suggestions, as measured by the level of adjustments and improvements implemented. The ability to adapt goals relates to adjusting program objectives to reflect student needs and aspirations, as well as the effectiveness of those changes in achieving desired outcomes (Rahmawati et al. 2023). Adaptation to environmental changes is measured through the program's ability to respond to changes in external conditions that affect program implementation (Friedman 2023). Innovation in implementation methods is evident in the application of new and creative methods in managing leadership programs, as well as adjustments made based on the results of continuous evaluations (Arik 2021). Program adjustments based on evaluation results refer to changes made to the program based on performance analysis and feedback, which contribute to increasing the program's effectiveness in enhancing students' leadership skills. These indicators provide an overview of how program adaptation and flexibility contribute to the effective development of students' leadership capabilities (Suskawationo et al. 2021).

3. Fostering Proactive Motivation

Proactive Motivation Fostering relates to efforts to foster student motivation and active engagement in various activities. Research shows that managerial interventions positively influence student motivation and engagement (Lestari et al. 2023). According to the organization's advisor, "We focused on developing strategies that could motivate students to take initiative and get more involved. We saw an increase in active participation and innovation from students." Students confirmed, "Our motivation increased because we felt more encouraged to contribute and get involved in activities we considered important and worthwhile."

From the informant's statement above, it is clear that the implementation of organizational management at Istiqlal High School effectively increases students' motivation and active participation in the leadership program. The principal explained, "We use this management strategy to encourage students to be more actively involved in various leadership activities. The feedback provided by students helps us create a more engaging and motivating program." Students also expressed, "Open interaction with the administrators makes us feel more motivated to participate in leadership activities, because we feel our opinions are valued and accommodated" (Adimsyah, Fauzi, and Rofiq 2023). Thus, this approach is effective in increasing student engagement and enthusiasm.



Figure 3. Fostering Proactive Motivation in OSIS and Teachers in the 2024 ISTIQLAL High School MPLS Event

From the image above, it can be seen that motivation and active involvement are crucial indicators in student leadership development programs, especially in the context of the 2024 SMPS event. Motivation is measured by the level of enthusiasm and commitment of teachers, students, and OSIS administrators in participating and making the event a success (Abdelwahed and Doghan 2023). Active involvement is seen from the contribution of each party in the planning, implementation, and evaluation of the event (Hubbart 2023). Teachers play a role in providing direction and support, students demonstrate enthusiasm and participation in various activities, while the Student Council (OSIS) administrators serve as liaisons and facilitators in organizing events. These indicators include the frequency of participation, the quality of contributions, and the impact of involvement on the final outcome of the event (Hasbi et al. 2024). High

motivation and active involvement contribute to the achievement of program objectives, which support the development of students' leadership skills by involving various elements in the organization (Rosadi, Setyaningsih, and Suhardi 2024). This assessment reflects how the synergy between teachers, students, and OSIS administrators influences the success of the event and the overall development of student leadership in the context of organizational management at school.

4. Academic and Social Achievement

Academic and Social Achievement covers the positive impact of the program on students' academic achievement and social development. (Alghifari and Sundawa 2023). The findings show a positive impact of the program on the academic achievement and social development of students at ISTIQLAL High School. The principal noted, "There was a significant improvement in students' academic achievement and social skills after the implementation of this program. We also noticed that students were better able to adapt in their social environment." Students added, "This program not only helped us academically but also in developing better social relationships with friends and teachers." This incidentally explains that the implementation of this two-way symmetrical discussion context positively contributed to the overall development of students at ISTIQLAL High School.

From the informant's statement above, it is clear that the implementation of organizational management strategies at Istiqlal High School has a positive impact on students' academic and social achievement. The school administrator noted, "The dynamic and responsive leadership program helps students develop skills that impact their academic achievement and social relationships. We see a significant increase in students' academic engagement and social activities." The student added, "Participating in the leadership program not only improved my leadership skills, but also helped me achieve academically and improve social relationships at school" (Nasution 2021). These implications indicate a direct relationship between effective leadership and students' academic and social achievement (Pai et al. 2023).

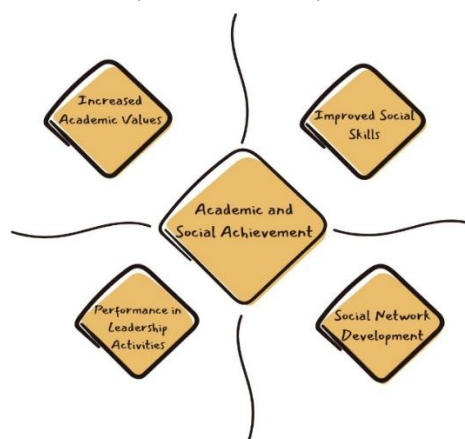


Figure 4. Academic and Social Achievement

The figure above shows that academic and social achievement are important indicators in assessing the impact of leadership development programs in schools. Improved social skills are measured by students' progress in interpersonal interactions, cooperation skills, and improved social adaptation (Mohzana 2024). Participation in social activities demonstrates students' involvement in a variety of events outside the formal curriculum, which impacts the development of their social and leadership skills. Social network development involves expanding students' relationships with other individuals and groups, which supports their social and professional growth (To et al. 2023). Performance in leadership activities, such as organizing events and leading projects, is assessed based on the student's effectiveness, initiative, and ability to manage leadership responsibilities (M Choirul Muzaini, Maemonah, and Istiningsih 2023). These indicators provide insight into how leadership development programs support students' academic and social growth, as well as their effectiveness in enhancing students' leadership skills and engagement in school (Sholeh 2023). This assessment underscores the relevance and contribution of the program in creating an environment that supports holistic academic and social development.

CONCLUSION

The conclusion of this study indicates that an organizational management assistance program designed to improve student leadership skills at Istiqalal Senior High School in Sumbercenteng Village, Kotaanyar, Probolinggo, yielded significant results in various aspects. The implementation of success indicators such as motivation and active engagement, improved social skills, and participation in social activities had a clear positive impact on student leadership development. The program's flexibility and responsiveness to feedback, along with the ability to adjust objectives and adapt to environmental changes, strengthened the effectiveness of the program's implementation. Student performance in leadership activities and social network development demonstrated significant progress, indicating that this approach successfully facilitated improved leadership skills and social engagement. The implications of these findings suggest that the program can enhance students' leadership abilities holistically, supporting their academic and social growth, and strengthening their involvement in the school community.

However, this study also has limitations. First, its focus on Istiqalal High School means the results may not be fully representative of other schools with different contexts. Second, the data collected through interviews and observations may contain subjective bias. Third, although the program demonstrated success, the study did not fully explore the impact on a broader student population and other aspects of leadership engagement. Finally, the emphasis on a specific aspect of the program may not capture all factors that contribute to the development of leadership skills. Further research is needed to explore the program's impact in a broader context and to identify other factors that may influence the results.

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