

International Proceeding Community Services

Student Transformational Leadership Through Organizational Based Training: A Case Study Of Senior High School Students In JABODETABEK

Nani Fitriani¹, Turah Slamet², Filzah Trya Suwandi³, Jocelin Marcha Esterina Frans⁴
^{1,2,3,4}Faculty Economy And Business, Perbanas Institute, Jakarta, Indonesia

E-mail: nani.fitrie@perbanas.id

ABSTRACT

Keyword:

Transformational Leadership, Students Leadership Competencies, Organizational-Based Training, Meaningful Learning Environment

Accepted : 30 May 2026

Approved : 3 June 2026

Published : 29 June 2026

Publisher:

Perbanas Institute

International. To view a copy of this license, visit <http://creativecommons.org/licenses/by-nc-sa/4.0/>

This piece of writing aims to investigate how organization-based training can strengthen students' leadership competencies, integrate transformational leadership values with practical skills, and address the challenges of student motivation and participation in school organizations. The method used is qualitative descriptive with a dual case study design in several schools in the Greater Jakarta area. Data were obtained through observation, semi-structured interviews, and documentation analysis of student leadership training activities. The results show that organization-based training plays an important role in shaping students' leadership character through activities that emphasize effective communication, teamwork, and conflict management. Collaborative and reflective strategies have proven effective in integrating transformational leadership values such as integrity, empathy, and responsibility with relevant practical skills. In addition, this training is able to increase student motivation and participation by creating an inclusive and meaningful learning environment. The conclusion of the study confirms that organization-based training is an effective approach to transform students into young leaders with character, adaptiveness, and competitiveness. By implication, schools need to integrate leadership training programs into the character development curriculum on an ongoing basis to produce a generation that excels academically and socially.

I. INTRODUCTION

Student leadership transformation is a character-building process that emphasizes changes in mindset, attitudes, and skills in facing organizational and social life challenges. Leadership is no longer seen as just a formal position, but rather as the ability to influence, direct, and inspire others (Northouse, 2021). In the context of education, leadership transformation means forming a young generation that is adaptive to changing times. Students are required to be able to integrate academic values with relevant social skills. Transformed leadership emphasizes the importance of effective communication, wise decision-making, and the ability to work together across groups. This process also involves the formation of strong character, such as integrity, responsibility, and empathy. Student leadership transformation does not happen instantly, but rather through a continuous learning experience. Schools are a strategic space to instill leadership values from an early age. With this transformation, students are expected to be able to become agents of change in the school environment and society.

A number of studies confirm that student leadership functions as a means of character formation as well as a forum for social skill development. For example, a study by García-Guiu et al. (2021) showed that value-based leadership is able to increase student engagement in school organizations. Organizations such as student councils or extracurriculars become social laboratories where students learn to manage conflicts, make decisions, and lead groups. However, the challenges that arise are the lack of systematic training and the lack of support from the school, so that student leadership often develops sporadically. This emphasizes that student leadership is not just an additional activity, but an integral part of the educational process that must be seriously developed.

Organization-based training has been shown to be effective in improving students' leadership skills. Research by Haber-Curran & Owen (2021) emphasizes that organization-based leadership training programs are able to strengthen communication, collaboration, and decision-making skills. In addition, Foster et al. (2021) show that *student-led conferences* increase student leadership satisfaction and competence. Thus, organization-based training not only serves as a means of developing technical skills, but also as a forum for the formation of leadership character. However, there are still gaps in the implementation of training, especially regarding the methods used and the involvement of the school. Student leadership has complex dimensions. Komives et al. (2021) emphasize that student leadership includes cognitive, affective, and psychomotor aspects. The cognitive aspect is related to the ability to think critically and analytically, the affective aspect is related to the ability to manage emotions and build social relationships, while the psychomotor aspect is related to practical skills in leading a group. Organization-based training should be designed to develop all three aspects in a balanced manner. This is important because student leadership is not only about leadership ability, but also about the ability to be an example and inspiration to peers.

Although many studies have addressed student leadership, there are still gaps in effective development strategies. Seemiller & Priest (2021) emphasize that most student leadership training still focuses on technical aspects, such as public speaking skills or time management. In fact, research by Dugan (2021) shows that emotional and collaborative aspects are also key factors in student leadership success. This means that organization-based training must include technical, emotional, and collaborative aspects in a balanced manner. As such, this research is important to explore how organization-based training can be designed holistically.

Other research confirms that effective student leadership is able to improve the overall school climate. García-Guiu et al. (2021) show that students who have leadership skills tend to be more active in school activities, better able to manage conflicts, and contribute more to creating a conducive learning environment. However, the low motivation of students to get involved in school organizations is still a major challenge. This suggests that organization-based training should be designed to increase student motivation, for example by providing rewards or recognition for their contributions. Thus, training not

only serves as a means of skill development, but also as a means of increasing student motivation and participation.

The urgency of writing the results of community service activity is even clearer when looking at the dynamics of education in the modern era. Schools that fail to develop student leadership risk producing graduates who are less prepared for real-world challenges. In contrast, schools that successfully integrate student leadership through organization-based training will have a competitive advantage in producing qualified graduates. Foster et al. (2021) found that student leadership contributes directly to improved academic and non-academic achievement. Therefore, this research is important to provide practical recommendations for schools in designing student leadership training.

In an academic context, this article based on the results of community service also contributes to the development of student leadership theory. Komives et al. (2021) emphasize that student leadership is part of transformational leadership applied in the context of education. Thus, this research can enrich the literature by linking transformational leadership theory with organization-based training practices. In addition, this research can also contribute to the literature on educational management and student character development. This is important because student leadership is not only relevant in the context of school organization, but also in the context of character development and moral values.

Based on the above explanation, the purpose of writing this article is to investigate:

1. How can organization-based training strengthen students' leadership competencies?
2. What are the most effective strategies for integrating transformational leadership values with students' practical skills?
3. To what extent is organization-based training able to answer the challenges of student motivation and participation in school organizations?

II. METHODS

This article was written using a qualitative descriptive approach with a case study design that focuses on the implementation of organization-based leadership training in several schools in the Greater Jakarta area. This approach was chosen because it is able to describe social and educational phenomena in depth through observation, interviews, and documentation (Creswell & Poth, 2018). The research subjects consist of students who are active in school organizations such as the Student Council (OSIS) and MPK. Data were collected through direct observation of training activities, semi-structured interviews to explore participants' experiences and perceptions, and analysis of documentation in the form of photos, activity reports, and training modules. The analysis was carried out with thematic analysis to identify key patterns such as communication, teamwork, and decision-making (Braun & Clarke, 2019). This method allows the author to understand how organization-based training contributes to the transformation of student leadership in a contextual and applicative manner. The conceptual framework that underlined this piece of writing is as follows:



Figure 1 Conceptual Framework
 Source: Authors (2026)

III. RESULTS AND DISCUSSION

The implementation of leadership training in Greater Jakarta schools showed high enthusiasm from the students. They come with the motivation to understand the role of the organization in self-development. Field observations showed that students actively asked questions and discussed during the material session. This involvement indicates a real need for leadership learning. The resource person gave an explanation about the importance of effective communication in the organization. Students responded by giving examples of their experiences in the Student Council and MPK. Interactive discussions show that students are able to relate theory to everyday practice. This is in line with Northouse's (2021) view that effective leadership is born from direct experience. The initial training session succeeded in building students' awareness of the role of the organization as a learning platform. They begin to understand that leadership is not just a position, but a moral responsibility. The enthusiasm of the participants can also be seen from the number of questions asked. Students show a strong desire to develop leadership skills. This activity is proof that organization-based training is relevant to the needs of students. Thus, the initial results of the training confirm the importance of leadership programs in schools.



Figure 2 Interconnectivity among Elements of Student Leadership Transformation and Organization-Based Training
Source: Authors (2026)

The diagram illustrates the relationship between Student Leadership Transformation and Organization-Based Training in Schools through interconnected stages. It begins with skill development, followed by practical experience, collaboration and leadership, and values and motivation, all supported by evaluation and feedback. These stages collectively lead to leadership transformation, where students grow into leaders with strong character, integrity, effective communication, and self-confidence. Organization-based training—through simulations, teamwork, and conflict management—acts as the foundation that helps students apply leadership theory in practice and develop collaborative, ethical, and adaptive leadership qualities.

The concept of Leadership Transformation in the context of organization-based training in schools describes the process of total change in students from passive individuals to active, reflective, and characterful leaders. This transformation does not happen instantly, but through structured and continuous stages. According to Northouse (2021), transformational leadership emphasizes the importance of moral values, intrinsic motivation, and the ability to positively influence others. In organizational training, students learn to internalize leadership values such as integrity, empathy, and social responsibility. They understand that leadership is not just a position, but a learning process that demands reflection and commitment. The training also strengthens communication and decision-making skills, two important aspects of modern leadership. Through activities such as leadership simulations and teamwork, students develop confidence and adaptability to complex situations. This leadership transformation results in individuals who are able to lead with heart, think strategically, and act ethically. Thus, organization-based training is a key catalyst in producing young leaders who are competitive and oriented towards constructive social change.

The Skill Development stage in organizational training serves as a basis for students to understand and master leadership skills that are relevant to the needs of the times. According to Northouse (2021), leadership skills include technical, interpersonal, and conceptual abilities that must be developed in a balanced manner. Organizational training provides space for students to hone their communication, time management, and decision-making skills. Through activities such as group discussions and leadership simulations, students learn to identify problems and design effective solutions. This process strengthens the critical and analytical thinking skills that characterize modern leaders. In addition, skill development also includes emotional aspects such as empathy and listening skills. Students learn that effective leadership depends not only on intellectual intelligence, but also on emotional intelligence. Thus, the skills development stage is an important foundation in forming young leaders who are adaptive and collaboration-oriented.

The Practical Experience stage provides an opportunity for students to apply leadership theory in real-world situations. According to Kouzes and Posner (2017), hands-on experience is the most effective way to form authentic and reflective leaders. In organizational training, students face various challenges such as conflicts between members, division of tasks, and decision-making under pressure. This experience taught the importance of empathy, flexibility, and adaptability in leading. Students learn that leadership is not just about giving orders, but also about listening and understanding the needs of the team. Through practical experience, they develop confidence and a sense of responsibility towards their group. In addition, this experience strengthens students' ability to manage failures as part of the learning process. Thus, organizational training serves as a social laboratory that enriches students' leadership experience and prepares them to face real-world challenges.

The Collaboration & Leadership stage emphasizes the importance of cooperation in building effective leadership. According to Bass and Riggio (2006), collaboration is at the core of transformational leadership because it creates an environment that supports shared growth. In organizational training, students learn to work together to achieve group goals. They understand that the success of a team depends on each member's ability to actively contribute. These collaborations teach students to appreciate differences and integrate diverse ideas. This process reinforces democratic and participatory values in leadership. Students learn to direct a team without eliminating individual autonomy. Thus, collaboration becomes a bridge between leadership theory and real social practice. Organizational training helps students develop leadership skills with empathy and effective communication, two important aspects of 21st-century leadership.

The stages of Skill Development, Practical Experience, and Collaboration & Leadership in the diagram are interconnected and form a complete leadership learning cycle. Skill development becomes the initial foundation for students to understand leadership theory and apply it in a real-world context. According to Kouzes and Posner (2017), effective leadership skills are not only acquired through theoretical learning, but also through challenging hands-on experience. Organizational training provides opportunities for students to practice communication skills, conflict management, and teamwork. This practical experience strengthens students' confidence and critical thinking skills in dealing with dynamic situations. Collaboration and leadership then become a bridge between theory and practice, where students learn to manage differences of opinion and build synergy within the group. This process teaches that effective leadership is rooted in the ability to listen, appreciate, and inspire others. Thus, organizational training not only develops technical skills, but also forms a humanist and collaborative leadership character.

The Values & Motivation and Evaluation Feedback stages play an important role in maintaining the sustainability of the student leadership transformation process. Values and motivation are the driving energy that ensures students remain consistent in applying leadership principles. According to Bass and Riggio (2006), transformational leadership is rooted in moral values and intrinsic motivations that encourage individuals to contribute to the common good. Organizational training helps students understand that true leadership is not about power, but rather about service and social responsibility. The motivation that grows from practical experience reinforces students' commitment to become leaders with integrity. Meanwhile, evaluation and feedback serve as a reflection mechanism that allows students to assess the effectiveness of their leadership. Creswell and Poth (2018) emphasize that reflection is an important part of qualitative learning that encourages behavior change. In organizational training, feedback is provided by coaching teachers and team members to help students recognize strengths and areas that need to be developed. This process creates an open and constructive learning environment, where each student can grow into a better leader.

The concept of Organization-Based Training is at the core of the entire process of student leadership transformation. The program integrates theory and practice through a collaborative approach that emphasizes hands-on experience, reflection, and continuous evaluation. According to Braun and Clarke

(2019), reflective learning allows individuals to understand the meaning of each experience and turn it into applicable knowledge. In the context of schools, organizational training serves as a social laboratory where students test their leadership abilities. Activities such as leadership simulations, teamwork, and conflict management strengthen interpersonal skills while fostering social awareness. Values such as integrity, empathy, and responsibility are at the heart of this learning process. Evaluation and feedback ensure that leadership transformation takes place in a sustainable and targeted manner. Thus, organization-based training not only produces academically competent young leaders, but also forms a generation that has strong character, high collaborative abilities, and a commitment to constructive social change.

The results of observations in the field show that organization-based training has a crucial role in strengthening students' leadership competencies through an integrated approach between theory and practice. Training programs that include leadership simulations, teamwork, and conflict management have been proven to improve students' ability to communicate, make decisions, and manage group dynamics. Based on the findings of Foster et al. (2021), activities involving *student-led conferences* or student-led training can increase a sense of responsibility and satisfaction with the leadership learning process. In the context of schools, organization-based training is a forum for students to test their abilities in real-world situations, such as managing student council activities, leading meetings, or resolving conflicts between members. This process not only strengthens leadership technical skills, but also fosters characters such as integrity, empathy, and confidence. Thus, organization-based training serves as a catalyst that transforms students' leadership potential into real competencies that can be applied in academic and social life.

In addition, based on the results of observations in the field, the most effective strategy for integrating transformational leadership values with students' practical skills is through a collaborative and reflective approach centered on hands-on experience. García-Guiu et al. (2021) emphasize that transformational leadership in the context of education should involve a learning process that fosters moral values, intrinsic motivation, and adaptability to change. In this study, the strategies used include leadership simulation activities, group discussions, and collaborative projects that require students to practice values such as honesty, responsibility, and empathy in real-life situations. In addition, self-reflection is an important component in this integration process. Seemiller & Priest (2021) explain that reflection helps students understand the meaning of the leadership they are running and relate it to transformational values. By combining practical activities and value reflection, students learn not only *how to lead*, but also *why to lead*. This strategy has proven to be effective because it is able to harmoniously connect the moral and technical aspects of leadership, resulting in young leaders who are not only competent in terms of skills, but also have strong character and are oriented towards positive change.

Facts in the field also show that organization-based training is able to answer the challenges of student motivation and participation by creating an inclusive, challenging, and meaningful learning environment. Before training, many students showed low participation rates due to a lack of confidence or the perception that the school organization was just a formality. However, after attending training designed with a participatory approach, students show a significant increase in motivation to actively engage in organizational activities. Dugan (2021) emphasizes that transformational leadership can foster intrinsic motivation through empowerment and recognition of individual contributions. In the context of this observation, organization-based training provides space for students to experience small successes, such as leading a simple project or resolving conflicts between members, which then reinforces their confidence and commitment to the organization. Additionally, collaborative activities such as teamwork and leadership simulations create a sense of belonging to the group, which is an important factor in maintaining long-term participation. Thus, organization-based training not only addresses motivational challenges, but also builds a culture of sustained active participation in the school environment.



Figure 3 Indoor Training Activity
Source: Authors (2026)



Figure 4 Outdoor Training
Source: Authors (2026)



Figure 4 Outdoor Training
 Source: Authors (2026)



Figure 4 Game Challenge
 Source: Authors (2026)

IV. CONCLUSION

Organization-based leadership training in schools in the Greater Jakarta area is able to transform the way students think and act as young leaders. Through structured activities—ranging from lectures, simulations, to group work—students not only understand the concept of leadership theoretically, but also internalize values such as integrity, responsibility, and empathy. The results of observations and interviews showed significant improvements in confidence, communication skills, and collective decision-making skills. This training also strengthens students' awareness that leadership is not just a position, but a learning process that requires reflection and collaboration. Thus, organization-based training has proven to be an effective approach to forming an adaptive and socially value-oriented leadership character.

In addition, this training has a long-term impact on the organizational culture at the school. Students who have participated in the training show more proactive behaviour, discipline, and are able to be role models for their peers. This activity strengthens the synergy between formal education and character learning, so that schools function not only as a place for knowledge transfer, but also as a space for leadership formation.

As part of the conclusion, the evaluation shows that the implementation of organization-based leadership training has been effective but still requires continuous improvement. Observations and interviews revealed that although students experienced significant progress in self-confidence, communication, and decision-making, challenges remain in maintaining consistent participation and sustaining motivation after the program ends. The evaluation also highlights the importance of more systematic feedback mechanisms from supervising teachers and fellow organization members so that students can identify both strengths and areas for improvement. Thus, this evaluation emphasizes that the success of the training depends not only on program design but also on ongoing follow-up to ensure that student leadership transformation is truly internalized within the school culture.

REFERENCES

- Bass, B. M., & Riggio, R. E. (2006). *Transformational leadership*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Braun, V., & Clarke, V. (2019). Reflecting on reflexive thematic analysis. *Qualitative Research in Sport, Exercise and Health*, 11(4), 589–597.
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). Thousand Oaks, CA: Sage Publications.
- Dugan, J. P. (2021). *Leadership theory: Cultivating critical perspectives*. Jossey-Bass.
- Foster, K., et al. (2021). Fostering leadership competence and satisfaction in nursing undergraduates through a student-led conference. *Nurse Education Today*, 98, 104748.
- García-Guiú, C., et al. (2021). Student leadership at the university: An explanatory model. *Education Sciences*, 11(11), 703. <https://doi.org/10.3390/educsci11110703>
- Haber-Curran, P., & Owen, J. E. (2021). *Engaging students in leadership*. Routledge.
- Komives, S. R., et al. (2021). *Exploring leadership: For college students who want to make a difference*. Jossey-Bass.
- Kouzes, J. M., & Posner, B. Z. (2017). *The leadership challenge* (6th ed.). Hoboken, NJ: Wiley.
- Northouse, P. G. (2021). *Leadership: Theory and practice* (9th ed.). Thousand Oaks, CA: Sage Publications.
- Seemiller, C., & Priest, K. L. (2021). *Leadership competencies for students: A guide for development and assessment*. Wiley.