

Design and Implementation of Student Leadership Development at SMAIT NFBS Bogor

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ABSTRACT

Objective: The study of student leadership development programmes is an important variable in building a great and advanced nation. However, not many schools in Indonesia have studied this. Some studies show that student leadership programmes have a positive impact. SMAIT NFBS Bogor is a school established with the main purpose of training future Islamic leaders. This study is important to provide a basic description of student leadership development at SMAIT NFBS Bogor, so that it becomes one of the references for the development of future Islamic leaders. **Method:** The method used is a qualitative method, which involves conducting interviews with various stakeholders such as the person in charge of the programme, the school committee, and student representatives. **Results:** The basic framework of student leadership development is through mentoring, extracurricular activities, learning and acculturation. The implementation of student leadership development will result in the development of students' and parents' understanding of the leadership programmes developed by the school, and the development of students' leadership skills and abilities. **Novelty:** The leadership training at NFBS Bogor from the coaching aspect includes Leadership School Level I, II, III and IV, Leadership Forum and Coaching. The empowerment aspect is being involved as a committee, student management in the association, extracurricular, class and student council.

INTRODUCTION

Leadership plays an important role in the development and success of organisations, individuals and societies. Leadership helps to set direction and guide people to achieve common goals [1].

Leadership plays an important role in the development and success of an organisation, individual and society. Leadership helps to set direction and guide people to achieve common goals [1]. In the context of education, student leadership development is an important focus to prepare young people to be effective and responsible future leaders [2]. Research has shown that student leadership programmes have a positive impact on various aspects of student development, including academic, personal and social [3].

Student leadership development can be built through various activities such as basic student leadership training, working meeting, outbound and comparative studies. Indirectly, these activities provide students with provisions on how to be smart, creative students, and responsible for becoming agents of change [4].

Previous research has shown that student leadership development not only has a positive impact on academic success, but also stimulates students' individual potential. With self-leadership, students have the ability to lead themselves toward their goals.

Several studies have examined the implementation of student leadership programs in various contexts, such as the management of intra-school student organizations [4] and the concept of schools of leadership [5].

NFBS Bogor is one of the schools that specifically focuses on student leadership development. With the slogan "Educating the Future Islamic Leaders", this school builds a vision to become a model school in student leadership development. In its implementation, NFBS Bogor implements the Leadership School 1 to 4 program for three years and provides space for actualization in various national organizations and events.

This study aims to scientifically describe the design and implementation of student leadership development at SMAIT NFBS Bogor, which has been tested and improved for 6 years. This research is expected to contribute to the development of student leadership programs in other schools, as well as provide insight on how to integrate Islamic values in leadership development.

The student leadership development approach developed by St. Cloud State University on the "Student Leadership Development Model" emphasizes leadership development from three different perspectives or levels, namely individual, group, and community [6]. This model is consistent with transformational leadership theory, which emphasizes the importance of leaders in inspiring and motivating their followers to achieve common goals [7]. In addition, the leadership approach at NFBS Bogor can also be linked to the concept of prophetic leadership, which emphasizes moral integrity, social justice, and spiritual transformation [8].

This study seeks to fill the gap of previous research by exploring in more depth about structured and programmed student leadership development through routine student agendas and activities, and analyzing its impact on the development of specific leadership skills. Thus, this research is expected to make theoretical and practical contributions to student leadership development in Indonesia, especially in the context of Islamic schools.

RESEARCH METHOD

This study uses a descriptive qualitative approach [9] to describe and analyze the design, implementation, and impact of the student leadership development program at SMAIT Nurul Fikri Bogor. This research aims to provide an in-depth understanding of how the program is implemented and how it affects students' leadership development.

Data were collected through participant observation, semi-structured interviews with key informants, and questionnaires to obtain supporting quantitative data. Participant observation was conducted to directly observe the implementation of the leadership development program and the interaction between students, teachers, and other school stakeholders. Semi-structured interviews were conducted with key informants who have direct knowledge and experience with the program, namely the principal, vice principal for student affairs, mentor teachers, and students who are actively participating in the program. Questionnaires were distributed to students to

obtain quantitative data on their perceptions of the program and its impact on their leadership development.

A purposive sampling technique was used to select informants. The key informants selected are those who have direct knowledge and experience related to the student leadership development program. The criteria for selecting students were based on their level of involvement in school organizations and their leadership achievements.

Data from observations, interviews, and questionnaires were analyzed qualitatively using thematic analysis techniques. Interview transcripts and field notes from observations were read and coded to identify major themes that emerged. Quantitative data from the questionnaires were analyzed descriptively to support the qualitative findings.

RESULTS AND DISCUSSION

The student leadership development approach implemented at SMAIT NFBS Bogor, which emphasizes self, group, and community development, is consistent with the theory of the student leadership development model [6]. This model recognizes that leadership is not only an individual skill, but also involves interaction and influence within the context of the group and the broader community.

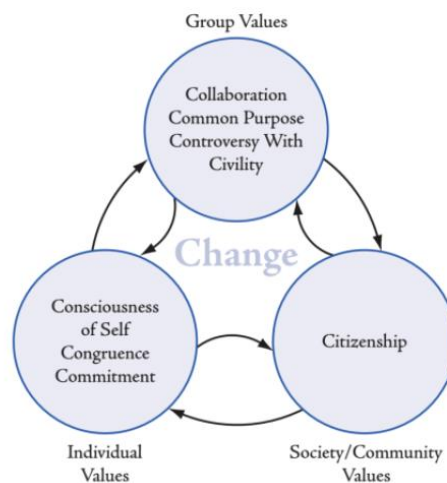


Figure 1. The social change model of leadership development.

The social change model is based on seven core values that social change leaders should practice. They are referred to as the seven Cs of social change, as listed in Figure 1. In other words, change is the ultimate goal of the creative process of leadership to create a better world and society for ourselves and others.

Nurul Fikri Boarding School Bogor, in building a management system for fostering santri leadership, developed the following basic framework for santri leadership development:

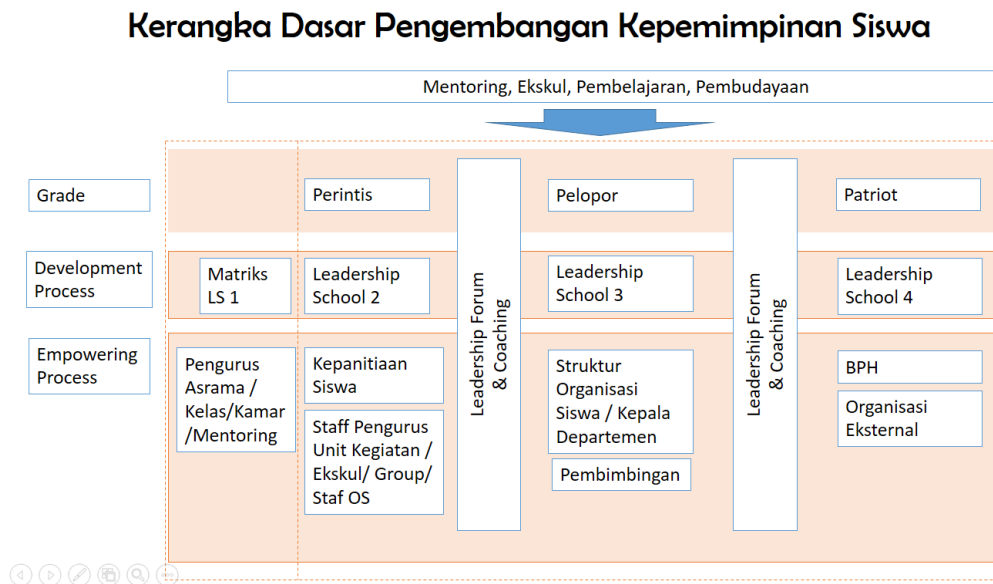


Figure 2. Basic framework for student leadership development.

From the basic framework above, there are 3 main frameworks, namely in terms of grade, developing process and empowering process.

Design

The grade in leadership is divided into 3 levels, namely Pioneer, Patriot and Prophetic Grade. Meanwhile, to realize the goals to be achieved at each level, the following strategies are implemented, namely: (1) Training; (2) Assignment; (3) Leadership Forum; (4) Coaching; (5) Exemplary; (6) Habituation; (7) Attribution; (8) Training.

The development process can be translated as a method to promote the development of student leadership. Among the 7 methods, there is a main method, namely in the form of Leadership School (LS) Level 1 to 4. Empowering Process is the main method in terms of implementation in the field, becoming a real leadership apprenticeship with various activities, including them becoming administrators in various school organizations. One of the interesting things is that the student organization at NFBS Bogor is not only the student council, but there are also various other student organizations such as scouts, sports organizations, clubs and santri organizations. With the existence of various organizations and clubs, students are expected to have several choices to actualize being a leader.

Leadership School (LS) is designed to be multilevel and has different syllabus and achievements. LS 1 or also known as MATRIKS (Masa Ta'rif and Kepemimpinan Santri) is carried out for adaptation and introduction to the environment by new students, some of the material includes getting to know God, the NFBS environment, socialization of regulations, refresh attitude, introduction to teachers, etc. LS 2 is designed to train self-leadership. There are materials on leadership and time management, appearance / grooming, etc. Students are required to pass the LS 2 activity, in order to get the "Pioneer Student" status, while those who have not passed are required to repeat the next year. After becoming a pioneer student, students are directed to follow the development

process (not mandatory), which is in the form of leadership forums, coaching, assignments, and habituation accompanied by the Empowering process. Programs such as Leadership School (LS) 1 and 2 at SMAIT NFBS Bogor explicitly aim to develop self-leadership in students. This is in line with the concept of self-leadership emphasized in the Social Change Model of Leadership Development, where individuals learn to lead themselves before leading others [10].

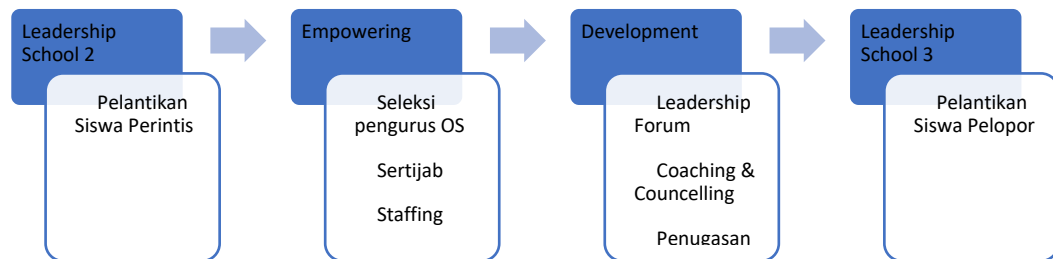


Figure 3. Stages of Implementation of Leadership Development Activities.

Student activities that can be carried out between LS 2 and LS 3 activities are Empowering and Development. Empowering can be in the form of selection activities for the Student Organization Daily Management, Handover, Staffing and Inauguration of the Student Organization. After being inaugurated, the management can participate in Leadership Forum, Coaching, Assignments and Habituation activities. At the LS 3 level, it is designed to train group leadership, participants are required to be members of the organization, and it contains materials on group leadership, team management, social problems and implementing projects. then the last level is, LS community leadership. LS 3 and various student organization activities at NFBS Bogor provide opportunities for students to develop leadership skills in a group context. Students learn to work together, communicate effectively, and manage conflict in teams. This is in accordance with the group values stage in the Social Change Model, where individuals learn to value collaboration and build positive relationships in groups [3].

LS 4 is specifically for leaders in organizations. The goal is to train leadership in the community. The agenda can be a meeting of OSIS forums with OSIS from other schools, then discussing a topic to hold a collaborative project/advocacy to the government, or already focusing on more strategic roles. LS 4 and student involvement in social projects and advocacy demonstrate NFBS Bogor's efforts to develop student leadership in the context of a broader community. Students are encouraged to understand social issues, contribute to society, and become agents of change. This reflects the society/community values stage in the Social Change Model, where individuals develop social awareness and commitment to contribute to society [10].

Implementation

Based on field findings, SMAIT Nurul Fikri Bogor has implemented student leadership development that focuses on self-development, groups, and communities. This is in line with the theory of the Student Leadership Development Model [6] which

recognizes that leadership involves interaction and influence at various levels, from individuals to communities. This is what makes educating the future Islamic leader at NFBS Bogor even more complete, that in the leadership school every subsystem in it is designed to mutually support the formation of students into future leaders.

The implementation of student leadership development at SMAIT NFBS Bogor is carried out through several main approaches, namely: 1) Mentoring; 2) Extracurricular Activities; 3) Learning 4) Cultivating; 5) Career Development Program.

1. Mentoring

Mentoring is an interactive process in which a mentor guides and supports the development of a mentee, Zachary. At SMAIT NFBS Bogor, mentoring is carried out by seniors and teachers to help students adapt, complete tasks, and face challenges in the leadership program. This mentoring system provides individual support for students, which can increase their self-confidence, motivation, and interpersonal skills [11]. Not only in the world of work or a competition, to develop students' personal and leadership abilities can be developed through this mentoring. In each stage of LS 1-2 that students go through, each small group consisting of 6-10 students will get one mentor from their seniors to help them adapt and complete the tasks and challenges they face. While LS 3 will be mentored and facilitated by one teacher per group to plan and run a project. For more advanced levels in preparing to enter college, each student will also be given a mentor based on their further study interests, such as overseas campus mentors, civil service school mentors, social mentors and exact mentors.

2. Extracurricular Activities

Extracurricular activities at SMAIT NFBS Bogor are designed to facilitate the development of students' talents and interests, as well as to be a place to hone their leadership skills. With a variety of extracurricular activities, students can develop their leadership skills in an environment that suits their interests and talents. This is in line with the view of [12] that participation in student activities can be an effective means of developing leadership. SMAIT NFBS Bogor holds extracurricular activities by considering several stages, including: identification- preparation of resources- socialization- program implementation- appreciation- evaluation- development. The extracurricular activities at NFBS Bogor are Scouts, Basketball, French, Japanese, Coding, DKV, Silat, Cooking, Badminton, Futsal, Taekwondo, Ratoh Jaroe, Archery, Jiu Jitsu, Swimming. With this identification of interests and talents, students can hone their leadership skills in the environment they are interested in.

3. Learning

SMAIT NFBS Bogor seeks to integrate leadership values and skills into the classroom learning process. This is done through the use of various learning methods, such as differentiated learning, independent sharing curriculum, hybrid learning, and flip classroom. In addition, NFBS Bogor also develops learning that fosters SRL (Self Regulated Learning) to train students' learning independence. The integration of leadership values into this learning is in line with [13] recommendation on the important

role of schools in promoting students' moral and character development through the curriculum and classroom interactions.

5. Career Development Program

Since grade 10, students at SMAIT NFBS Bogor have been involved in an integrated career development program. This program begins with identifying students' potential, followed by creating a self-development plan. Students are also given the opportunity to present their report cards, which include self-reflection and self-development plans, as part of their portfolio. Through this process, students are expected to better understand themselves, including their strengths, weaknesses, interests, and talents, so that they can make more mature plans for their future [14].

This program also includes student celebration to celebrate student learning outcomes in each semester or end of year, where children will show their learning outcomes in the form of a portfolio, so that it is expected that there will be no judgment from the perspective of this and that deficiency from students, but a perspective of appreciation for their learning process. The existing programs include student journey and internship which are held in order to provide students with the opportunity to explore their talents and interests, meet various figures, carry out social activities and also visit campuses according to the interests of the majors they will choose in college or visits to related industries/ learn from professionals for several days. This approach is in line with the theory of outcome-oriented leadership development which emphasizes the importance of linking leadership development with concrete goals and results [15]. Report card presentations and self-reflections carried out periodically can also improve communication between parents and children, so as to minimize sharp differences of opinion when children choose majors in college and the development of Self Regulated Learning.

In addition, the implementation of student leadership development obtained several data, including the following:

1. Impact of Leadership School 1 to Leadership School 4.

The leadership program designed by the school that is most felt by students is the Leadership School program, students undergo program levels from LS 1 to LS 4. As explained by Rifqy when met at school:

"There is a program unit in this school called Leadership School divided into four levels, the first is LS1, which is for adaptation to the introduction of the environment, eh or usually in other schools, the first time you enter it is like an orientation period, yes, they have just come from another school, they get used to the environment, what the child is like, get to know the school, get to know themselves, what are their talents and potentials and what they have. Then LS2, to train self-leadership, that's why in LS 2 the school embeds leadership material, time management, appearance (grooming), later graduates of LS 2 will also be one of the requirements to join the organization. So in LS 2 there are criteria that if you have graduated, they must be achieved before the organization. Then there is LS 3, this has a broader scope, not only meaning to lead yourself but also trained to become a leader in your environment. Participants are

required for people who have previously joined this organization in LS 3 must participate. In it there is definitely leadership material, more specifically group leadership, time management, social problems are also discussed and also how to create a project that can be useful for our environment. Then next LS 4, LS 4 for our generation is quite common, because we have never experienced it. but in general the goal is to become a leader in society. there will be an agenda to go out and meet outsiders or some kind of organizational forums with outside organizations, and not only us, there can also be communication with the local government."

From the interviews conducted with informants, students and parents realized that there are tiered leadership stages that have been developed by the school with different targets. Providing insight into leadership aims to raise students' awareness that they are being prepared to become leaders. Furthermore, students also play a role like a leader. where they are given tasks and responsibilities, presented with social issues and then try to carry out projects to solve these social problems. In addition, students are also given the role to nominate themselves as heads of organizations, conduct democratic voting and become leaders of organizations for those who are elected.

2. Development of students' leadership skills and abilities

In the process of educating the future Islamic leader, not all leadership skills will be perfectly honed, but several main skills in the context of leadership are described in the following table:

Table 1. Key leadership skills in islamic leadership education.

No	Skill	Development process
1	Responsible	The development of students' responsible skills starts from themselves, namely when they graduate from LS 2 they can tidy themselves up and look attractive and neat. then in the next stage, graduating from LS3, they can be responsible for the group tasks they have, both in KBM, organizations and voluntary hours projects. Furthermore, future leaders can be responsible for the mandate they are entrusted with and the people they are leading. In presenting the report card, there is also a presentation process in front of their respective parents, so that students can reflect on themselves honestly.
2	Public speaking	The students' public speaking skills developed starting from the formation of small groups when LS was then asked to express their opinions and present the results of their discussions. Then students were asked to present their report cards to their

parents. Furthermore, students had the initiative to present to companies to carry out fundraising.

- 3 **Teamwork** The process of cooperation that occurs at the beginning is between students because of group assignments. Then it develops into committees and organizations, then becomes involved as volunteers for disasters that occur around or collaborates with teachers to design and implement an activity.

- 4 **Flexibility** With regard to the busy educational process at boarding schools, students are required to be active in various activities in the dormitory as well as at school and Islamic boarding school/at the mosque, this makes students trained to carry out multiple roles and complete all mandates.
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In this case, the process of changing student behavior towards the better can be seen. Although it cannot be concluded that all are moving with the same score, the direction of movement is in line with the point of future leaders according to the goals of the school's vision and mission.

3. Increased Readiness for Campus

An integrated career development program helps students understand their potential, create a self-development plan, and explore their interests and talents. Report card presentations and self-reflections also build better communication between parents and children, making it easier to choose a major in college.

4. Parental Appreciation and Support for the Leadership Program

From several testimonies from several parents, it was found that parents appreciate the student leadership program developed by NFBS Bogor. This provides reinforcement that the leadership program that has been implemented for 6 years has shown a positive impact.

Although the leadership development program at SMAIT NFBS Bogor has been running well, several improvements are still needed:

- 1) Increased involvement of parents and students: Parents and students need to be more involved in understanding the program design as a whole, so that they can provide support and play an active role in the process of developing student leadership.
- 2) Strengthening leadership values in the curriculum: Integrating leadership values, attitudes, and skills into the curriculum and daily learning activities, so that leadership development becomes an integral part of the student learning experience.

- 3) More comprehensive impact evaluation: A more comprehensive and measurable impact evaluation of the program is needed, using quantitative or mixed-method methods, to obtain more objective evidence of the program's effectiveness.

CONCLUSION

Fundamental Finding : Based on several theories about student leadership development focusing on self-development, groups and communities, in line with this theory, it turns out that NFBS Bogor has created a design to develop leadership skills with three grades named Santri Perintis for those who are considered capable of leading themselves, Santri Pelopor for those who are considered capable of leading a group and Santri Patriot for those who are capable of leading a wider group or organization. In addition, the implementation of student leadership development at SMAIT is carried out through Mentoring, Extracurricular, Learning, Cultivating, Career Development Program, which support each other to form the character of future Islamic leaders has been felt and recognized by the school community and can hone several student leadership skills including being responsible, public speaking, cooperation and flexibility. Students and parents who were interviewed also showed appreciation for the leadership program that was run so that it showed a positive impact on students.

Implication : The findings indicate that the NFBS Bogor leadership development model aligns closely with established theories on self, group, and community leadership development, showing how structured progression and multifaceted implementation strategies can contribute meaningfully to student character formation. The appreciation shown by both students and parents further underscores that such programs not only impact student behavior positively but are also embraced by the broader school community, suggesting a replicable model for other Islamic educational institutions.

Limitation : This research is still very small in scope, namely only one school in Indonesia. And it is very descriptive, only explaining the design and implementation in general. This limited setting and lack of empirical measurement restrict the ability to generalize the findings across other institutions or cultural contexts.

Future Research : For further research, it can measure the effectiveness and impact of the development of santri leadership comprehensively and measurably. And this research can be a material for correction for schools regarding student leadership guidelines. Future studies are recommended to adopt a broader sample and employ quantitative or mixed-method approaches to evaluate measurable outcomes and long-term impact.

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