

Strengthening Student Organization Governance Through PPEPP Cycle-Based Micro-Leading Mentoring in an International Islamic Boarding School

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Abstract

Student organizations in International Islamic Boarding Schools play a strategic role in fostering leadership, responsibility, discipline, and organizational culture among students. However, student organization administrators still require strengthening in aspects such as program planning, task distribution, documentation, evaluation, and follow-up of activities. This community service program aimed to strengthen student organization governance through PPEPP cycle-based micro-leading mentoring at International Islamic Boarding School Baitul Manshurin Malang. The target participants included student council members, student representative council members, extracurricular organization leaders, and student activity units. The program employed a Participatory Action Mentoring approach based on the PPEPP cycle, consisting of determination, implementation, evaluation, control, and improvement stages. Data were collected through pre-tests, post-tests, observations of leadership practices, governance product rubrics, participant reflections, and activity documentation. The results demonstrated an increase in the average participant score from 56.93 in the pre-test to 82.12 in the post-test, representing an improvement of 44.23% with an N-Gain score of 0.58, categorized as moderate. Improvements were also observed in documented work programs, meeting minutes, task allocation, activity evaluation, follow-up actions, and the archiving of activity evidence. The mentoring program produced PPEPP-based work program templates, evaluation forms, meeting minute formats, reporting templates, and periodic monitoring plans. These findings indicate that PPEPP cycle-based micro-leading mentoring is effective in strengthening student organization governance in a systematic, accountable, reflective, and sustainable manner.

1. Introduction

Student organizations serve as strategic platforms for developing student leadership through direct experiences in designing programs, making decisions, managing conflicts, fostering communication, and taking responsibility for organizational activities. From the perspective of student leadership development, student organizations function as transformative environments that enhance students' leadership capacity, leadership identity, and social responsibility (Rosch & Collins, 2017). Ideally, student councils, student representative councils, extracurricular organizations, and student activity units serve as leadership laboratories where students are trained to establish program directions, delegate responsibilities, manage resources, solve problems, and evaluate the impact of activities in a reflective and sustainable manner (Komives et al., 2005).

The context of an International Islamic Boarding School presents unique complexities because student organizations operate not only within the formal school environment but are also integrated into dormitory life, character development, discipline, religious practices, academic activities, talent development, and social interactions throughout the day. Partner institution documents indicate that IIBS Baitul Manshurin Malang oversees SMP Tahfidz Al-Manshurin and SMA IIBS Tahfidz Al-Manshurin, located in Mangliawan, Pakis District, Malang Regency. Empirically, the school offers four AIMS programs Art & Sport, Informatics & Technology, Math & Science, and Socialpreneurship; three Triple Track pathways Islamic Boarding School and Tahfidz, Regular Schooling, and Talent Development & Industry Partnership Programs; as well as the core EPIC PLUS program, which emphasizes excellent personality, Islamic values, and readiness to face developments in the business and industrial sectors. These characteristics indicate that student organizations within IIBS require governance systems that are well-structured, adaptive, collaborative, and aligned with the values and culture of an Islamic boarding school.

Student organizational leadership needs to move beyond a symbolic model toward micro-level leadership practices manifested in everyday actions. The theory of distributed leadership conceptualizes leadership as a practice distributed through interactions among leaders, members, and organizational situations rather than being concentrated solely in the formal organizational leader (Spillane, 2005). Likewise, servant leadership emphasizes that effective leaders are those who serve, listen, empower, and facilitate the growth of others (Eva et al., 2019). Within the context of Islamic boarding schools, both perspectives are consistent with the values of amanah (trustworthiness), shura (consultation), adab (ethical conduct), discipline, ukhuwah (brotherhood), and khidmah (service). In this article, micro-leading is defined as leadership demonstrated through small-scale daily actions, such as respectfully reminding members of their responsibilities, organizing meetings, preparing agendas, providing direction, mediating disagreements, documenting activities, and following up on evaluation results.

However, these ideals are not yet fully reflected in the actual conditions of student organizations. While many student organizations demonstrate strong enthusiasm in carrying out activities, not all have established program standards, success indicators, evaluation mechanisms, documented evidence, and well-structured follow-up procedures. At the level of student councils, student representative councils, extracurricular organizations, and student activity units, common challenges include uneven task distribution, insufficient documentation of meetings, activity reports that are not utilized as a basis for improvement, unsystematic inter-unit coordination, and decision-making processes that remain dependent on particular individuals. These gaps indicate that student organizations require mentoring that goes beyond motivation and focuses on developing governance skills, everyday leadership practices, reflective thinking, and accountability.

PPEPP cycle-based micro-leading mentoring was selected because it effectively connects student leadership with a practical and applicable quality culture. The PPEPP cycle consists of Determination, Implementation, Evaluation, Control, and Improvement. Within the context of student organizations, the determination stage focuses on establishing program standards, success indicators, role distribution, and work schedules; implementation focuses on executing programs according to the organizational structure; evaluation emphasizes assessing achievements based on evidence; control involves addressing obstacles, conflicts, delays, or deviations from planned implementation; and improvement focuses on developing action plans for future program enhancement. This approach is consistent with experiential learning theory, which positions experience, reflection, conceptualization, and active experimentation as the core components of learning (Kolb, 1984). It is further supported by studies on simulation-based learning, which demonstrate that case-based training can strengthen strategic thinking, decision-making skills, and change management capabilities (Chatpinyakoo et al., 2024; Hallinger et al., 2025).

Several studies reinforce the importance of student leadership development within school and Islamic boarding school contexts. Argadinata et al. (2025), through a mapping of students' leadership styles using the Management Style Diagnostic Test at IIBS Baitul Manshurin, emphasized that strengthening student leadership should begin with a comprehensive understanding of students' leadership characteristics. Research on moral leadership in the era of digital disruption likewise highlights the importance of role modeling, ethical conduct (adab), and responsibility in the use of technology (Alam et al., 2025). Based on the gap between theoretical ideals and actual field conditions, this community service article aims to describe the implementation of PPEPP cycle-based micro-leading mentoring in strengthening student organization governance within an International Islamic Boarding School. The target participants include student councils, student representative councils, extracurricular organizations, and student activity units. The ultimate objective is to enhance leadership competencies, improve governance practices, foster a culture of evaluation, and develop student organizations that are trustworthy (amanah), accountable, reflective, and excellent in their performance.

2. Method

This community service program employed a Participatory Action Mentoring approach based on the PPEPP cycle, which consists of Determination, Implementation, Evaluation, Control, and Improvement. This approach was selected because the program was not merely oriented toward one-way training; rather, it positioned student organization administrators as active participants involved in problem identification, the development of program standards, the practice of micro-leading, the evaluation of achievements, and the formulation of follow-up actions for organizational governance improvement. The target participants included administrators of the Student Council, the Student Representative Council, extracurricular organizations, and student activity units at International Islamic Boarding School Baitul Manshurin Malang. The stages of the program are presented in the following figure.

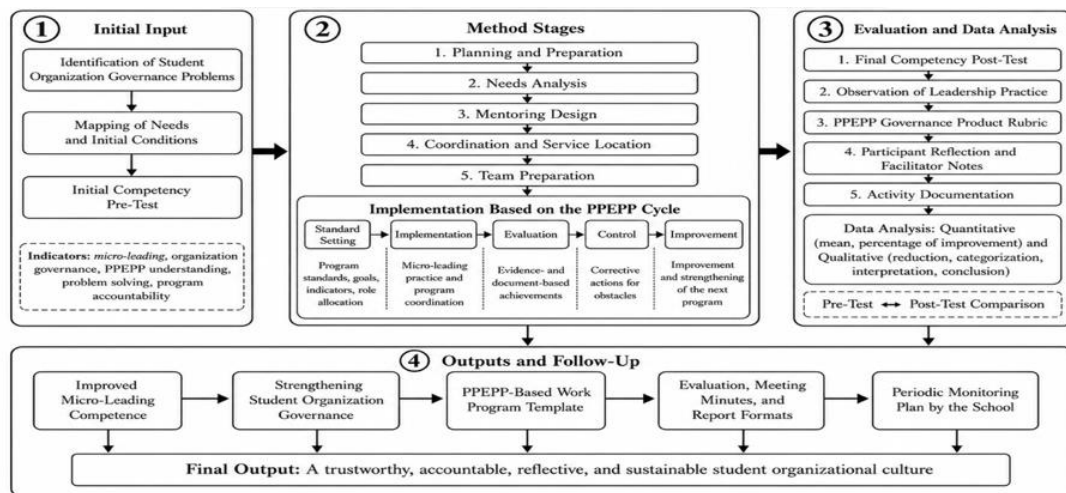


Figure 1. Community Service Methodology

The community service site possesses a complex institutional context as it operates within an Islamic boarding school environment. The 2026/2027 Student Admission Document (SPMB) indicates that the partner institution oversees SMP Tahfidz Al-Manshurin and SMA IIBS Tahfidz Al-Manshurin under the Baitul Manshurin Foundation, Malang, located at Jalan Kapi Menda VII, Mangliawan, Pakis District, Malang Regency, East Java, Indonesia, 65154. The school also implements various flagship programs, including AIMS, EPIC PLUS, and Triple Track, which require student organizations to maintain governance systems that are well-structured, adaptive, and based on clear role distribution.

The effectiveness of the program was measured through pre-tests and post-tests, observations of organizational practices, assessments of governance products, participant reflections, and activity documentation. The pre-test was administered before the mentoring program to assess participants' initial understanding of micro-leading, student organization governance, and the PPEPP cycle. The post-test was conducted after the mentoring activities to evaluate improvements in participants' understanding and readiness for implementation. Quantitative data were analyzed using descriptive statistics, including mean scores, percentage increases, and achievement categories. Qualitative data were analyzed through data reduction, categorization of findings, reflective interpretation, and evidence-based conclusion drawing derived from field observations.

2.1. Initial Assessment and Need Analysis

The first stage involved identifying governance-related issues within student organizations, mapping organizational needs, and measuring participants' initial competencies through a pre-test. Data were collected through document analysis, preliminary observations, discussions with student organization advisors, and an initial participant questionnaire. The needs assessment focused on participants' understanding of micro-leading, organizational role distribution, work program development, activity documentation, program evaluation, and accountability practices. This stage was consistent with the principles of participatory action research, which emphasize the importance of collaborative problem diagnosis before implementing mentoring interventions (Kemmis et al., 2014).

The pre-test was administered to obtain quantitative data regarding participants' initial competencies. The measured indicators included understanding of micro-leading, organizational governance, knowledge of the PPEPP cycle, problem-solving skills, and program accountability. Qualitatively, this stage generated an organizational needs profile that revealed several challenges, including suboptimal task distribution, inadequate meeting documentation, inconsistent program evaluation practices, and the absence of a systematic follow-up cycle. This assessment was essential because student organizations are ideally expected to function as leadership laboratories that foster students' experiences, responsibilities, and leadership identities (Rosch & Collins, 2017; Komives et al., 2005).

2.2. Mentoring Design and Prepaion

The second stage involved designing the mentoring program. The team developed micro-leading learning materials, organizational case scenarios, PPEPP worksheets, governance product assessment rubrics, post-test instruments, observation sheets, and participant reflection forms. The program was designed not only to enhance participants' understanding of leadership concepts but also to provide opportunities for them to practice developing program standards, performing organizational roles, evaluating evidence, addressing organizational challenges, and planning program improvements. This approach is consistent with experiential

learning theory, which emphasizes concrete experience, reflection, conceptualization, and active experimentation as the core elements of learning (Kolb, 1984).

At this stage, the team also coordinated with the school regarding schedules, venues, participants, facilities, and technical arrangements. Team preparation included assigning roles as facilitators, observers, documenters, and data analysts. The mentoring design was adapted to the Islamic Boarding School context through the integration of the values of *amanah* (trustworthiness), *shura* (consultation), *adab* (ethical conduct), discipline, *ukhuwah* (brotherhood), and *khidmah* (service). The integration of these values was essential because student organizational leadership is assessed not only by program effectiveness but also by the quality of ethics, service, and social responsibility demonstrated by participants (Eva et al., 2019; Spillane, 2005).

2.3. PPEPP Cycle-Based Implementation

The third stage constituted the core of the program, namely the implementation of mentoring activities based on the PPEPP cycle. During the Determination stage, participants developed program standards, objectives, success indicators, role distributions, and activity schedules. During the Implementation stage, participants practiced micro-leading through case simulations, program coordination, task delegation, and decision-making exercises. This stage emphasized that student leadership is not merely a formal position but a daily practice reflected in how participants provide direction, coordinate activities, overcome challenges, and foster organizational collaboration (Spillane, 2005; Rosch & Collins, 2017).

During the Evaluation stage, participants assessed program achievements based on evidence, documentation, indicators, and group reflections. During the Control stage, participants formulated corrective actions to address obstacles, conflicts, delays, or implementation discrepancies. During the Improvement stage, participants developed plans for enhancing and strengthening future programs. This cycle is consistent with the principle of continuous improvement in educational quality management, which posits that organizational quality is achieved through the ongoing processes of standard setting, implementation, evaluation, control, and improvement (Deming, 1986; Sallis, 2014).

2.4. Evaluation, Data Analysis, and Follow up

The fourth stage involved post-testing, observations of leadership practices, assessments of PPEPP-based governance products, participant reflections, facilitator field notes, and activity documentation. The post-test was administered to measure participants' competencies after the mentoring program and was subsequently compared with the pre-test results. Quantitative data were analyzed using descriptive statistics, including mean scores, percentage improvements, and achievement categories. Comparisons between pre-test and post-test results served as the basis for assessing improvements in participants' understanding of micro-leading, student organization governance, PPEPP implementation, problem-solving, and program accountability.

Qualitative data were analyzed through data reduction, categorization, interpretation, and conclusion drawing based on observations, participant reflections, and group products. The outcomes of the program included enhanced micro-leading competencies, strengthened student organization governance, PPEPP-based work program templates, evaluation formats, meeting minute templates, reporting formats, and periodic monitoring plans for school implementation. Follow-up activities were designed to enable the school to utilize these instruments continuously in guiding student councils, student representative councils, extracurricular organizations, and student activity units. Through this approach, the mentoring program extends beyond a one-time training activity and becomes an organizational habituation system that promotes *amanah* (trustworthiness), accountability, reflection, and continuous quality improvement.

3. Results and Discussion

This section presents the implementation process and outcomes of the PPEPP cycle-based micro-leading mentoring program. Section 3.1 provides an overview of the program implementation, including participant profiles, location, and documentation of the strengthening activities conducted in classroom settings. Section 3.2 presents the results of the initial assessment and needs analysis based on observations, discussions, and pre-test findings. Section 3.3 describes the implementation of the PPEPP cycle, including the establishment of program standards, the execution of micro-leading practices, evidence-based evaluation of achievements, control of implementation barriers, and improvement through follow-up planning. Section 3.4 presents quantitative findings obtained from comparisons between pre-test and post-test scores, observation results, and governance product assessment rubrics. Section 3.5 discusses the impact of the mentoring program on student organization governance, particularly in relation to micro-leadership practices, role distribution, documentation, evaluation, accountability, and program sustainability.

3.1. Overview of Community Service Implementation

The community service program was conducted at International Islamic Boarding School Baitul Manshurin Malang and targeted administrators of the Student Council, the Student Representative Council, extracurricular organizations, and student activity units. According to school records, the total target population consisted of 558 students, including 312 junior high school students (55.91%) and 246 senior high school students (44.09%). Among this population, the program involved 168 respondents in the initial survey conducted through Mentimeter, 48 student organization administrators as core mentoring participants, 6 student organization advisors, and 8 supporting teachers and educational staff. Thus, a total of 62 participants were directly involved in the mentoring activities. These figures indicate that the program targeted not only students as individual participants but also involved advisors and school personnel to enhance the sustainability of the mentoring outcomes within the student organization development system.



Figure 2. Initial Assessment of Students

The strengthening activities were implemented through classroom-based sessions and direct mentoring of student organization administrators. The classroom-based approach enabled facilitators to observe participant responses, assess initial levels of understanding, provide guidance, and support participants in developing a more comprehensive understanding of organizational governance. The documentation presented in Figure 2 illustrates participants during the initial assessment process, including reading the assessment instruments and completing mentoring-related activities. These photographs are appropriately placed in this section and in Section 3.3.2, as they depict the implementation of the strengthening program and participants' active engagement throughout the mentoring process.

3.2. Initial Assessment Results and Needs Analysis

The initial assessment results indicated that participants required strengthening in five key aspects of student organization governance. Based on the preliminary survey involving 168 respondents, the highest-priority areas were program evaluation and follow-up actions based on evaluation results, each accounting for 83.33% of identified needs. Task distribution among organizational administrators and activity documentation each recorded a need level of 82.74%, while work program planning accounted for 81.55%. These findings suggest that the need for improvement extends beyond the ability to design and implement activities to include the capacity to document, evaluate, and systematically follow up organizational programs in a sustainable manner.

Qualitative findings further revealed that student organizations possessed strong participation and enthusiasm for organizational activities but still required more structured governance systems. Identified needs included clearer task allocation, more systematic meeting minutes, better storage of activity evidence, the use of evaluation instruments, and the development of follow-up plans after program implementation. These conditions confirm that PPEPP cycle-based micro-leading mentoring is relevant in addressing the gap between existing organizational activities and the need for more systematic, measurable, and evidence-based governance practices.

3.3. Results of PPEPP Cycle-Based Mentoring Implementation

The mentoring program was implemented through the five stages of the PPEPP cycle: Determination, Implementation, Evaluation, Control, and Improvement. These stages were designed to guide participants in understanding organizations as systems that begin with program standard setting, continue through role implementation and achievement evaluation, and culminate in problem correction and improvement planning. This approach ensured that the community service program extended beyond the delivery of theoretical knowledge and resulted in tangible governance practices and administrative products that could be utilized by the school.

3.3.1. Determination

The results of the Determination stage demonstrate improvements in participants' ability to transform organizational ideas into structured and documented program plans. Prior to the mentoring program, organizational activities were generally perceived as routine agendas implemented based on established habits. Following the mentoring activities, participants began to recognize that every program should include clearly defined objectives, success indicators, role allocations, schedules, and supporting evidence of implementation. Consequently, the Determination stage served as a critical foundation for strengthening student organization governance by providing a clearer organizational direction from the outset.

3.3.2. Impementation

The Implementation stage focused on practicing micro-leading through mentoring sessions, organizational meeting simulations, meeting-minute preparation exercises, task allocation activities, and activity documentation practices. The results showed that micro-leading mentoring sessions, organizational meeting simulations, and field-based task allocation practices achieved 100% of the targeted outcomes. Meeting-minute preparation activities reached 87.50%, while activity documentation practices reached 83.33%. These findings indicate that participants more readily mastered interactive and coordination-oriented activities but still required further habituation in written documentation practices. The classroom-based strengthening activities had a positive impact, as participants were able to receive guidance, complete instruments, and engage in mentoring activities with greater focus. Documentation of the activities showed that participants actively and orderly participated in the process through the completion of worksheets and assessment-related tasks. At this stage, micro-leading competencies were reflected in participants' ability to perform small but essential organizational roles, such as understanding instructions, completing assigned tasks, following organizational procedures, and preparing evidence of work completion. These practices are significant because student organization governance is determined not only by organizational leaders but also by the discipline and commitment of every administrator in fulfilling their respective responsibilities.

3.3.3. Evaluation

The Evaluation stage demonstrated substantial improvements in participants' ability to assess organizational program achievements. The ability of student organization administrators to evaluate program accomplishment increased from 45.83% to 81.25%, representing an improvement of 35.42 percentage points. Participants' ability to utilize evaluation instruments increased from 37.50% to 77.08%, representing an improvement of 39.58 percentage points. The ability to prepare evaluation reports improved from 33.33% to 72.92%, reflecting an increase of 39.59 percentage points. Meanwhile, the ability to identify program constraints increased from 50.00% to 85.42%, representing an improvement of 35.42 percentage points. These findings indicate that the mentoring program successfully shifted participants' perspectives from merely implementing activities toward critically assessing their effectiveness and outcomes. The greatest improvements were observed in the use of evaluation instruments and the preparation of evaluation reports. This suggests that participants began to recognize the importance of evidence-based evaluation rather than relying solely on general impressions. The Evaluation stage therefore played a crucial role in strengthening organizational governance by encouraging student organizations to generate data, documentation, and reflective insights that could serve as the foundation for future program improvements.

3.3.4. Control

During the Control stage, participants were trained to identify organizational challenges and formulate corrective actions. The results showed that program implementation monitoring increased from 41.67% to 79.17%, representing an improvement of 37.50 percentage points. The assignment of internal supervisory roles increased from 35.42% to 75.00%, reflecting an improvement of 39.58 percentage points. Documentation of challenges and corresponding solutions increased from 31.25% to 72.92%, representing an improvement of 41.67 percentage points. Management reflection forums increased from 39.58% to 77.08%, showing an improvement of 37.50 percentage points. The greatest improvement within the Control stage was observed in participants' ability to document challenges and formulate solutions. This finding indicates that participants began to recognize the importance of controlling organizational programs through systematic problem documentation, root-cause analysis, and the formulation of corrective actions. Prior to the mentoring program, organizational challenges were generally addressed informally and without proper documentation. Following

the intervention, participants were encouraged to develop solutions based on documented records and supporting evidence. The primary contribution of this stage was the development of participants' capacity to manage organizational issues in a more reflective, structured, and accountable manner.

3.3.5. Improvement

The Improvement stage demonstrated substantial achievements in the development of follow-up actions and program enhancement plans. Participants' ability to formulate recommendations for program improvement increased from 33.33% to 79.17%, representing an improvement of 45.84 percentage points. The preparation of follow-up action plans increased from 29.17% to 77.08%, reflecting an improvement of 47.91 percentage points. Improvements in administrative formats increased from 37.50% to 81.25%, representing an increase of 43.75 percentage points. The existence of plans for future programs increased from 41.67% to 83.33%, reflecting an improvement of 41.66 percentage points. These findings indicate that the Improvement stage was among the most impactful components of the mentoring program. The largest increase was observed in the development of follow-up action plans, which improved by 47.91 percentage points. This result suggests that participants began to understand that evaluation should not end with assessment alone but should generate actionable improvement plans. The products generated during this stage included program recommendations, revised administrative formats, and monitoring plans. Consequently, student organization governance strengthening began to evolve toward a culture of continuous improvement.

3.4. Quantitative Results of the Strengthening Program Effectiveness

The quantitative findings revealed improvements across all indicators of student organization governance. The participants' average initial score was 56.93, which increased to 82.12 in the final assessment, representing an average gain of 25.18 points. The overall percentage increase reached 44.23%, while the average N-Gain score was 0.58, which falls within the moderate-to-high category. These findings indicate that PPEPP cycle-based micro-leading mentoring had a positive impact on strengthening participants' competencies.

Table 1. Comparison of Pre-Test and Post-Test Scores on Student Organization Governance Strengthening

No	Strengthening Indicator	Pre-Test	Post-Test	Diference	Improvement (%)	N-Gain	Effectiveness Category
1	Program planning	62.40	84.10	21.70	34.78%	0.58	Moderate
2	Task distribution	60.20	82.70	22.50	37.38%	0.57	Moderate
3	Administration and documentation	55.80	80.90	25.10	44.98%	0.57	Moderate
4	Program evaluation	53.60	81.30	27.70	51.68%	0.60	Moderate
5	Follow-up improvement actions	51.20	80.50	29.30	57.23%	0.60	Moderate
6	Micro-leading	58.40	83.20	24.80	42.47%	0.60	Moderate
	Average	56.93	82.12	25.18	44.23%	0.58	Moderate

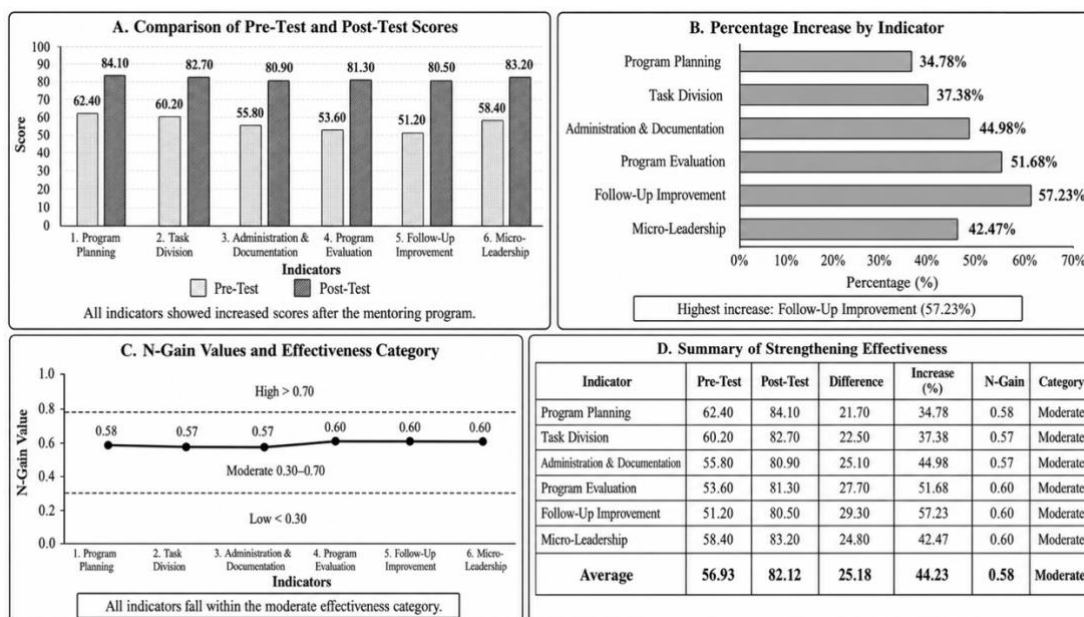


Figure 3. Effectiveness Measurement Results of PPEPP-Based Mentoring Strengthening

In detail, the program planning indicator increased from 62.40 to 84.10, with an N-Gain score of 0.58. The task distribution indicator increased from 60.20 to 82.70, with an N-Gain score of 0.57. The administration and documentation indicator increased from 55.80 to 80.90, with an N-Gain score of 0.57. The program evaluation indicator increased from 53.60 to 81.30, with an N-Gain score of 0.60. The follow-up improvement actions indicator increased from 51.20 to 80.50, with an N-Gain score of 0.60. The micro-leading indicator increased from 58.40 to 83.20, with an N-Gain score of 0.60. The highest levels of improvement were observed in follow-up improvement actions, program evaluation, and micro-leading. These findings indicate that the strengthening program not only enhanced participants' conceptual understanding but also improved their readiness to implement practical improvements in student organization governance. The moderate N-Gain scores across all indicators further suggest that the PPEPP cycle-based mentoring approach was effective in fostering meaningful improvements in governance competencies and leadership practices among student organization administrators.

3.5. Discussion of the Impact of Strengthening on Student Organization Governance

The results of the community service program indicate that PPEPP cycle-based micro-leading mentoring had a measurable impact on strengthening student organization governance. Six key indicators demonstrated improvement: documented work programs increased from 58.33% to 87.50%, meetings with documented minutes increased from 45.83% to 83.33%, clear task distribution increased from 60.42% to 85.42%, implementation of activity evaluations increased from 50.00% to 81.25%, follow-up action plans increased from 37.50% to 79.17%, and the storage of activity evidence increased from 43.75% to 83.33%. These improvements indicate that student organizations have begun to shift from informal working practices toward governance systems that are more documented, accountable, and evidence-based. This finding is consistent with Rosch and Collins (2017), who argue that student organizations serve as transformative environments for developing students' leadership capacities through authentic organizational experiences.

The improvements in documented work programs, meeting minutes, and task distribution suggest that participants increasingly viewed organizations as systems that require structures, roles, documentation, and coordination mechanisms. Prior to the mentoring program, organizational activities tended to rely on advisor instructions, established routines, or the initiatives of specific individuals. Following the mentoring activities, participants began to develop written program plans, assign roles more clearly, and document meeting outcomes as a basis for subsequent activities. These findings support Spillane's (2005) theory of distributed leadership, which conceptualizes leadership as a practice distributed through interactions among leaders, members, and organizational contexts. Within student councils, student representative councils, extracurricular organizations, and student activity units, leadership is no longer concentrated solely in the organization's chairperson but is distributed across secretaries, treasurers, division coordinators, members, and advisors.

The most significant impact was observed in the development of follow-up action plans, which increased from 37.50% to 79.17%, and in activity evaluation practices, which increased from 50.00% to 81.25%. These findings are important because they indicate a shift in participants' orientation from merely implementing activities to evaluating and continuously improving programs. Within the PPEPP framework, the Evaluation, Control, and Improvement stages are particularly critical because participants learn to assess achievements, document challenges, formulate corrective actions, and design future program improvements. This aligns with Deming's (1986) concept of continuous improvement, which emphasizes that organizational quality is developed through ongoing cycles of planning, implementation, review, and improvement. In this program, the PPEPP cycle functioned as a practical adaptation of quality management principles to the context of student organizations, ensuring that evaluation served not merely as a concluding activity but as a foundation for organizational development.

The strengthening of micro-leading competencies was reflected in participants' increased ability to perform small yet impactful leadership actions, such as reminding members of their responsibilities, preparing meeting minutes, coordinating tasks, documenting activity evidence, and formulating solutions to organizational challenges. These practices demonstrate that student leadership develops through direct experience rather than solely through conceptual understanding. This finding is consistent with the Leadership Identity Development Theory proposed by Komives et al. (2005), which explains that leadership identity evolves from a leader-centered perspective toward a collaborative, relational, and contribution-based understanding of leadership. PPEPP-based mentoring provided opportunities for participants to experience this developmental process by leading through small responsibilities, group interactions, problem reflection, and program improvement activities.

The International Islamic Boarding School context further enriched the significance of this community service program because student organization governance was directed not only toward organizational effectiveness but also toward the cultivation of the values of *amanah* (trustworthiness), *shura* (consultation), *adab* (ethical conduct), discipline, *ukhuwah* (brotherhood), and *khidmah* (service). These values are closely

aligned with servant leadership theory, which views leadership as a process of service, empowerment, concern for others, and community development. Eva et al. (2019) argue that servant leadership provides a strong foundation for developing leaders who are committed to the growth of others and the well-being of the community. In this program, governance strengthening was reflected not only in improved documentation, meeting minutes, and reports but also in participants' understanding of leadership as a trust (*amanah*) to serve the organization and maintain the quality of relationships among members.

Overall, the impact of the mentoring program can be observed at three levels of change. First, at the individual level, participants demonstrated improved micro-leading competencies, including a better understanding of organizational roles, greater responsibility, and stronger daily leadership practices. Second, at the organizational level, improvements were evident in the quality of work programs, meeting minutes, task distribution, evaluation practices, activity evidence management, and follow-up actions. Third, at the institutional level, the program generated sustainable organizational development tools, including PPEPP-based work program templates, evaluation formats, meeting minute templates, reporting formats, and periodic monitoring plans. These findings are also consistent with the work of Hallinger et al. (2025), which demonstrates that simulation-based and practice-oriented approaches in leadership education can strengthen problem-solving, decision-making, and change management skills. Through this approach, student organizations are no longer merely implementers of student affairs programs but become leadership learning environments that cultivate cultures of trustworthiness, accountability, reflection, and continuous improvement.

4. Conclusion

This community service program demonstrates that PPEPP cycle-based micro-leading mentoring can effectively strengthen student organization governance in an International Islamic Boarding School in a systematic, measurable, and sustainable manner. The program involved administrators of the Student Council, Student Representative Council, extracurricular organizations, and student activity units, and successfully guided participants to understand student organizations not merely as platforms for implementing activities, but as governance systems that require program standards, role distribution, documentation, evaluation, control mechanisms, and continuous improvement. Quantitative findings showed improvement across all strengthening indicators, with the average score increasing from 56.93 in the pre-test to 82.12 in the post-test, representing a 44.23% increase and an N-Gain score of 0.58, categorized as moderate. The most substantial improvements occurred in follow-up improvement actions, program evaluation, and micro-leading, indicating participants' growing ability to connect daily leadership practices with evidence-based evaluation and continuous program enhancement. The implementation of the PPEPP cycle also produced tangible governance outputs, including program standards, success indicators, role distribution schemes, work program templates, evaluation formats, meeting minute templates, reporting formats, corrective action plans, and organizational monitoring plans. These outputs contributed to more organized, accountable, reflective, and evidence-based organizational practices, as reflected in clearer task distribution, better documentation, more structured meetings, stronger evaluation routines, and more consistent follow-up actions. Practically, this program offers a student organization development model that integrates micro-leading with the PPEPP cycle to foster *amanah*, accountability, reflection, and excellence among student leaders. Future initiatives may strengthen the model through periodic monitoring, leadership succession programs, peer facilitator training, and the integration of PPEPP-based governance templates into the broader student development system of International Islamic Boarding Schools.

Author Contributions

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Data Availability

The datasets generated during and/ or analyzed during the current study are available from the corresponding author on reasonable request.

Declaration on AI Use

Authors should declare any use of AI or AI-assisted technologies in their manuscripts, specifying the purpose, ensuring such use is limited to readability and language enhancement under human oversight, and

confirming that AI did not generate scientific insights, conclusions, or recommendations and is not credited as an author.

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