



The Leadership Role of Tapak Suci Smes Management in Increasing Student Leadership Capacity at Uin Raden Intan Lampung

Mugimanto¹, Ali Abdul Wakhid², Gesit Yudha³

^{1,2,3} Universitas Islam Negeri Raden Intan Lampung, Indonesia

Corresponding Author: mugimanto23@gmail.com, aliabdulwakhid@radenintan.ac.id, gesit@radenintan.ac.id

Keywords:

Leadership Role, Tapak Suci Student Activity Unit, Leadership Capacity, Cadre Development, Students.

ABSTRACT

This research is motivated by the suboptimal capacity of student leadership, characterized by low member participation in decision-making, lack of initiative, and the unstructured leadership cadre process within student organizations. This study aims to analyze the leadership role of the Tapak Suci Student Activity Unit (UKM) administrators in improving student leadership capacity at UIN Raden Intan Lampung. The research method used is field research with a descriptive qualitative approach. Data were obtained through interviews with 6 main informants and using purposive sampling criteria, observation, and documentation with informants consisting of advisors, trainers, core administrators, and active members of UKM Tapak Suci. Data analysis was carried out through the stages of data reduction, data presentation, and drawing conclusions using triangulation techniques to test the validity of the data. The results of the study are expected to show that the leadership of the administrators plays an important role in improving student leadership capacity through coaching, cadre development, giving responsibility, exemplary behavior, and member involvement in organizational decision-making. The discussion of the research confirms that participatory and transformational leadership styles can increase self-confidence, responsibility, communication skills, active participation, and decision-making abilities of members. This research contributes to an understanding of the role of student organization leadership in developing student leadership capacity and serves as a basis for evaluation and recommendations for strengthening the cadre development and leadership development system at the Tapak Suci Student Activity Unit (UKM) of UIN Raden Intan Lampung.

1. Introduction

Universities not only function as an institution of academic development, but also as a vehicle for character formation and student leadership. One of the strategic instruments in this process is student organizations, especially the Student Activity Unit (UKM), which is a space for self-actualization as well as a leadership laboratory that is practical and contextual (Rahmawati, 2022). A role is a set of behaviors, functions, and responsibilities carried out by a person according to his position in an organization (Soekanto, 2017). Management leadership is the ability to influence, direct, and guide members to achieve common goals through the process of coaching and managing activities (Lythreatis et al., 2024). UKM Tapak Suci is a pencak silat-based student activity unit that also functions as a forum for character development, discipline, and student

organization development (Fadhilah, 2021). Student leadership capacity includes the ability to demonstrate leadership attitudes and skills such as confidence, responsibility, communication skills, active participation, and decision-making skills (Riza et al., 2025).

Normatively, Tapak Suci Putera Muhammadiyah is not just a sports organization, but part of a cadre system that is oriented towards the formation of moral, knowledgeable, and progressive people. The values of monotheism, discipline, responsibility, and da'wah militancy are the ethical foundation in every organizational activity (Fadhilah, 2021). Various studies show that students who are actively organized tend to have better leadership competencies, communication skills, and managerial skills (Rahmawati, 2022; Hassan et al., 2023). However, in reality, not all SMEs are able to carry out the function of character development and leadership optimally. Phenomena that often arise include low confidence of management, lack of initiative, and weak ability to plan and evaluate activities (Suaidy & Zahara, 2023). Universities not only function as an institution of academic development, but also as a vehicle for character formation and student leadership. One of the strategic instruments in this process is student organizations, especially the Student Activity Unit (UKM), which is a space for self-actualization as well as a leadership laboratory that is practical and contextual. Through various organizational activities, students have the opportunity to develop critical thinking skills, work together in a team, communicate effectively, and make decisions in complex situations. This experience is an important capital in shaping leadership qualities that are not always obtained through the learning process in the classroom (Rahmawati, 2022).

Role is a set of behaviors, functions, and responsibilities carried out by a person according to his position in an organization in the context of student organizations, the leadership role is an important factor that determines the success of the organization in achieving the goals that have been set. Management leadership is the ability to influence, direct, and guide members to achieve common goals through the process of coaching and managing effective leadership activities not only through the ability to manage the organization, but also through the ability to build motivation, provide examples, and create an environment that supports the development of members' potential (Pertiwi et al., 2021).

In the era of globalization and the rapid development of information technology, students are required to have leadership skills that are adaptive, innovative, and responsive to various social changes. This ability is important because students are the next generation who are expected to be able to contribute to the development of society and the nation. Therefore, student leadership capacity development is one of the important agendas in higher education. Leadership capacity includes not only the ability to lead others, but also the ability to manage oneself, build social relationships, resolve conflicts, and make responsible decisions (Northouse, 2021).

UKM Tapak Suci is a pencak silat-based student activity unit that also functions as a forum for character development, discipline, and student organization development Unlike student organizations in general, UKM Tapak Suci integrates aspects of physical, mental, spiritual, and leadership coaching in each of its activities. Through various training programs, regeneration, and organizational activities, members are not only fostered to have martial arts skills, but also directed to have a strong character, discipline, responsibility, and are able to become leaders in their respective environments (Bass & Avolio, 2020).

Student leadership capacity includes the ability to demonstrate leadership attitudes and skills such as confidence, responsibility, communication skills, active participation, and decision-making skills. These abilities do not appear instantly, but are formed through learning processes, organizational experiences, and ongoing social interactions. In this case, the organization's

management has a central role as a driver as well as a facilitator who creates a leadership learning climate for all members (Fadhilah, 2021).

Normatively, Tapak Suci Putera Muhammadiyah is not just a sports organization, but part of a cadre system that is oriented towards the formation of moral, knowledgeable, and progressive people. The values of monotheism, discipline, responsibility, and da'wah militancy are the ethical foundation in every organizational activity. These values are the characteristics that distinguish Tapak Suci from other sports organizations because the coaching process not only focuses on achieving achievements, but also on character formation and cadre leadership (Hidayati et al., 2026).

Various studies show that students who are actively organized tend to have better leadership competencies, communication skills, and managerial skills than students who are not actively organizing. Involvement in organizations provides space for students to learn to lead activities, manage work programs, solve problems, and interact with various parties. This experience is an effective means of learning in shaping student leadership capacity (Angreni & Hanitha, 2024).

In reality, not all student organizations are able to carry out the function of character development and leadership optimally. Phenomena that often arise include low confidence of management, lack of initiative of members, weak organizational communication skills, and lack of optimal activity planning and evaluation processes (Hafizhan, 2019). This condition can have an impact on the decline in the effectiveness of the organization in carrying out work programs and the leadership regeneration process.

Scientific studies conducted by Hafizhan show that democratic and participatory leadership styles have a positive influence on the work motivation of members and the effectiveness of student organizations (Hafizhan, 2019). Meanwhile, M. Yusril's research found that coaching carried out systematically in pencak silat organizations is able to increase student participation, discipline, and character formation (Yusril, 2025). However, research that specifically examines the leadership role of Tapak Suci UKM administrators in increasing student leadership capacity is still relatively limited. Therefore, this research has an urgency to be carried out to provide a more comprehensive picture of the practices of leadership, coaching, and regeneration applied in Tapak Suci SMEs. Based on the study of the previous studies above, there is a common thread that connects the research with this research. Hafizhan's research provides the basis that democratic leadership styles have an effect on the motivation and performance of SME members, which is a starting point for this research to further explore how this leadership style concretely shapes the leadership capacity of members. M. Yusril's research strengthens the relevance of studies on religious values-based pencak silat organizations as a forum for student character development (Yusril, 2025). Meanwhile, Rahmawati's findings confirm that student organizations are an effective space for the development of communication skills, leadership, and student participation (Rahmawati, 2022).

However, there is a fundamental difference between previous studies and this study. Hafizhan's research focuses on the influence of leadership style on work motivation and has not studied the process of leadership regeneration in depth. M. Yusril's research emphasizes the dimension of socio-religious behavior, not the specific leadership capacity of members. Rahmawati's research is general and does not examine leadership dynamics in the context of pencak silat organizations. Thus, this research is here to fill this gap by specifically examining the leadership role of the Tapak Suci UKM management in the process of coaching, regeneration, and increasing the capacity of student leadership at UIN Raden Intan Lampung, a focus that has never been studied in an integrated manner by previous research (Suaidy & Zahara, 2023). Theoretically,

this study uses the transformational leadership approach developed by Bass and Avolio as the main framework of the analysis. This theory was chosen because it is able to explain how leaders not only instruct members, but also inspire, empower, and develop members' leadership potential in a sustainable manner through four dimensions: *idealized influence*, *inspirational motivation*, *intellectual stimulation*, and *individualized consideration*. In addition, Northouse's leadership concept is used to strengthen the analysis of leadership effectiveness in the context of student organizations (Bass & Avolio, 2020; Northouse, 2021). This theoretical approach is an analytical knife to interpret field data regarding the leadership practices of Tapak Suci UKM administrators and their contribution to the formation of student leadership capacity.

Based on this background, this study aims to identify: (1) how the leadership role of the Tapak Suci UKM management in carrying out the function of fostering and regenerating student leadership, and (2) how the impact of the coaching on increasing the capacity of student leadership at UIN Raden Intan Lampung.

Studies on leadership in student organizations have been conducted by many previous researchers. However, each study has a different focus, object, and findings so that there is still room for research that needs to be studied further. Research conducted by Tri Angreni and Vivin Hanitha shows that student involvement in student organizations plays a significant role in developing leadership skills, especially in the aspects of communication, teamwork, decision-making, and organizational responsibility. The results of the study confirm that the learning process through organizational experience is able to shape student leadership competencies more effectively. However, the research focuses more on the development of leadership skills of organizational members in general and has not specifically examined the leadership role of administrators in the process of regeneration and the formation of member leadership capacity in pencak silat-based organizations (Angreni & Hanitha, 2024).

Research conducted by Muhammad Faisal Riza, Benny Hutahayan, and Heap Yih Chong found that participatory leadership in higher education organizations has an effect on increasing organizational commitment, positive organizational culture, and individual capacity development in carrying out leadership roles. The findings suggest that leaders who are able to involve members in the decision-making process can encourage a growing sense of responsibility and active participation. However, the research was carried out in the context of higher education organizations in general so that it has not explained specifically the leadership practices of administrators in cadre-based student organizations such as UKM Tapak Suci. Furthermore, Rahmawati explained that student organizations are a means of political education and the development of student participation. Students' active involvement in organizations contributes to improved communication, leadership, and decision-making skills. However, the study did not specifically examine leadership dynamics in pencak silat-based organizations (Rahmawati, 2022). Based on some of these previous researches, it can be seen that research on student organization leadership has been carried out a lot. However, research that specifically examines the leadership role of Tapak Suci UKM administrators in the process of coaching, regeneration, and building student leadership capacity is still relatively limited. Therefore, this research is here to fill this gap by focusing on the leadership practice of the management of Tapak Suci UKM UIN Raden Intan Lampung and its impact on the development of student leadership capacity (Suaidy & Zahara, 2023). Theoretically, this study uses the transformational leadership perspective developed by Bass and Avolio as well as Northouse's leadership theory. The theory explains that effective leaders not only function to direct members, but are also able to inspire, empower, and develop members' leadership potential on an ongoing basis. This theoretical framework is used to analyze

how the leadership practices of Tapak Suci UKM administrators contribute to the formation of student leadership capacity (Bass & Avolio, 2020; Northouse, 2021).

These findings reinforce previous research conducted by Hafizhan that democratic and participatory leadership styles have an impact on increasing the sense of responsibility, active participation, as well as organizational achievements (Hafizhan, 2019). M. Yusril's research also found that SMEs. Pencak Silat that implements integrated coaching simultaneously increases student participation and the formation of positive attitudes (Yusril, 2025). Theoretically, these findings are in line with the transformational leadership paradigm developed by Northouse, that effective leadership is one that is able to inspire members to go beyond self-interest for the sake of greater organizational goals, while also developing members' leadership potential on an ongoing basis (Northouse, 2021).

2. Method

This research is field research with a descriptive qualitative approach. The field research was chosen because the researcher went directly to the research location to obtain factual data on the leadership role of the Tapak Suci UKM management in increasing the capacity of student leadership at UIN Raden Intan Lampung. The nature of this research is descriptive, which seeks to describe systematically and in-depth the leadership practice, coaching process, regeneration, and its impact on the development of leadership capacity of organizational members (Creswell, 2021).

The qualitative approach is used because this research aims to understand social phenomena in depth based on the experiences, views, and interactions of informants involved in the organization. Through this approach, researchers can obtain a comprehensive picture of the leadership patterns applied by the management of Tapak Suci UKM and its contribution to the development of student leadership skills (Sugiyono, 2019). The data sources in this study consist of primary data and secondary data. Primary data was obtained directly from the research informants through interviews and observations. The research informants include the General Chairman of Tapak Suci UKM, the General Secretary, the Head of the Cadre Regeneration Division, Coaches, Trainers, and active members of Tapak Suci UKM UIN Raden Intan Lampung. The secondary data was obtained from various relevant documents, such as organizational AD/ART, work programs, activity reports, management archives, books, scientific journals, as well as the results of previous research related to leadership, student organizations, and regeneration (Moleong, 2017).

Data collection techniques are carried out through interviews, observations, and documentation. The interviews were conducted in a semi-structured manner to obtain in-depth information about the leadership practices, coaching process, and regeneration carried out by the organization. Observation is carried out by directly observing organizational activities, such as routine exercises, meetings, deliberations, cadre regeneration activities, and the implementation of work programs. Meanwhile, documentation is used to obtain supporting data in the form of organizational documents, photos of activities, meeting minutes, and various archives related to research (Miles & Huberman, 2014). Data analysis uses the Miles and Huberman model which includes three stages, namely data reduction, data presentation, and conclusion drawn. Data reduction is done by selecting, grouping, and simplifying data that is relevant to the focus of the research. Furthermore, the data is presented in the form of a narrative description so that it makes it easier for researchers to understand the relationship between findings. The last stage is the drawing of conclusions and verification which is carried out continuously during the research process (Sugiyono, 2022; Moleong, 2017).

Drawing conclusions is carried out inductively, namely compiling generalizations based on facts and findings obtained in the field. To ensure the validity of the data, this study uses source triangulation techniques and triangulation techniques by comparing the results of interviews, observations, and documentation so that valid, objective, and scientifically accountable data are obtained.

3. Results and Discussion

3.1 The Role and Leadership Style of the Tapak Suci UKM Management UIN Raden Intan Lampung

The management of Tapak Suci UKM applies a leadership style that is democratic and participatory. Ari Rian Muhammad as Chairman stated that the role of the management is very important because "with the existence of the management, the administration in the organization will at least be more orderly." The statement shows that the management carries out administrative and coordinating functions in the organization. In the perspective of role theory, a role is a set of behaviors, rights, and obligations that are inherent in a person according to their position in an organization. Therefore, the management of Tapak Suci UKM carries out its role as an organizational manager who is responsible for the sustainability of activities and the achievement of organizational goals (Soekanto, 2017).

Conceptually, the role theory put forward by Soerjono Soekanto distinguishes between normative roles and actual roles. Normative roles refer to the overall obligations that are supposed to be carried out by the office holder, while actual roles are real behaviors displayed in daily social interactions. In the context of Tapak Suci UKM, field findings show that administrators not only fulfill their normative role as administrative managers, but also actually carry out the role of drivers, guides, and role models of the organization. This emphasizes that the leadership role of the Tapak Suci UKM management is multidimensional including structural, relational, and cultural dimensions that synergistically contribute to the formation of an organizational climate that is conducive to the development of member leadership capacity.

In terms of direction to members, the management uses various communication channels. As stated by Ari Rian Muhammad, directions are given "through jarkoman (jarkom) or direct briefings that are clear enough that they can be understood by members." Nola Maroatus Sholeha added that coordination is carried out through "meetings or deliberation as a form of mutual agreement with AD/ART as a guideline." These findings show that the leadership implemented is not authoritarian, but rather provides space for members to be involved in organizational processes. According to Northouse, leadership is a process in which an individual influences a group of people to achieve a common goal. Thus, the communication pattern built by the management of Tapak Suci SMEs reflects a leadership process that emphasizes influence, cooperation, and the achievement of organizational goals collectively (Northouse, 2021).

Motivation of members is carried out individually and collectively. Nola Maroatus Sholeha said that the approach used is "to give the slightest appreciation when contributing to activities, and always invite all members to be involved in every activity." Meanwhile, Resta Anggraini emphasized the importance of example, namely "being an administrator who follows the rules and does not do things that are not in accordance with the rules." In decision-making, the management consistently involves members through a deliberative forum. Ari Rian Muhammad explained that members are involved through large deliberation forums, activity meetings, and training sessions. Resta Anggraini emphasized that every decision is made through joint discussion so that members' aspirations can be accommodated.

These findings show that administrators not only carry out administrative functions, but also act as motivators, facilitators, and role models for members. This condition is in line with Bass and Avolio's transformational leadership theory which emphasizes the importance of motivation, inspiration, *idealized influence*, and member empowerment as the main dimension of effective leadership. Through a participatory and exemplary-based approach, Tapak Suci UKM administrators are able to encourage member involvement in the organization while developing their leadership capacity in a sustainable manner (Bass & Avolio, 2020).

3.2 Leadership Coaching and Regeneration

The leadership development process at Tapak Suci UKM is carried out through several structured programs. Ari Rian Muhammad explained that "the leadership development process is carried out through training as the chief executive and the head of SIE as a form of training so that they have a sense of responsibility and proper problem solving" (Ari Rian Muhammad, personal communication, May 6, 2026).

The coaching programs carried out include: (1) Basic Education (Diksar) which is carried out once a year for new members; (2) Management Training that invites speakers from outside to provide leadership materials; (3) the work program committee which is a place for direct leadership practice; and (4) routine discussions and deliberations as a learning medium for collective leadership. Nola Maroatus Sholeha emphasized that the methods used are "practice, discussion, and practice" (Nola Maroatus Sholeha, personal communication, May 10, 2026). The Tapak Suci SME regeneration system applies a gradual pattern. Nola Maroatus Sholeha explained that regeneration "is carried out in stages through the recruitment process, basic training, routine coaching, and the provision of responsibilities in organizational activities" (Nola Maroatus Sholeha, personal communication, May 10, 2026). The management selection process is carried out openly by considering the candidate's performance, activeness, commitment, and leadership ability.

Regarding leadership regeneration, Resta Anggraini said that "old leaders continue to embrace and direct when the new generation needs direction" (Resta Anggraini, personal communication, May 14, 2026). This kind of mentoring approach reflects a pattern of regeneration that is oriented towards the long-term sustainability of the organization (Markova et al., 2024). The evaluation of coaching is carried out through a meeting by reviewing the activities that have taken place. Nola Maroatus Sholeha explained, "the evaluation is carried out through a meeting by reviewing the activities and providing directions/improvements so that the next activities can be better" (Nola Maroatus Sholeha, personal communication, May 10, 2026). Meanwhile, Ari Rian Muhammad mentioned that the evaluation was also carried out in the form of a "test to see whether the coaching was successful or not" in Table 1 (Ari Rian Muhammad, personal communication, May 6, 2026).

Table 1. Tapak Suci UKM Development Activities

No	Types of Activities	Form of Activity	Activity Objectives	Method	Frequency
1	Exercise Routine	Physical training and martial arts techniques	Increased discipline and responsibility	Practice	2x/week
2	Training Pengurus	Leadership material debriefing	Increase management capacity	Discussion & Materials	1x/period
3	Diksar	Basic education of new members	Early Cadre & Character Building	Field practice	1x/year

No	Types of Activities	Form of Activity	Activity Objectives	Method	Frequency
4	Member Deliberation	Meetings of managers and members	Train communication and decision-making	Discussion	1x/month
5	Progja Committee	Management of work programs	Direct leadership practice	Practice	Incidental
6	Social Activities	Social service, devotion	Social leadership & caring	Practice	1-2x/semester

Source: Documentation of the Head of the Tapak Suci SME Division 2025/2026.

3.3 The Impact of Leadership on Student Leadership Capacity

The results of field research show that the leadership of the Tapak Suci UKM management has a significant impact on increasing the capacity of student leadership. These impacts can be analyzed in five main interrelated dimensions, as outlined below;

3.3.1 Increased Confidence

One of the most visible impacts of the leadership development process at Tapak Suci UKM is the increase in member confidence. Field findings showed that members who previously tended to be passive and hesitant in expressing opinions experienced a significant change in attitude after following the coaching process on an ongoing basis. This improvement does not happen instantly, but is the result of a leadership approach that consistently provides space for expression and appreciation for each member's contribution. Theoretically, this is in line with the concept of *individualized consideration* in Bass and Avolio's transformational leadership theory, which emphasizes that effective leaders are able to pay attention to each individual's needs and potentials personally. When the management of Tapak Suci SMEs actively appreciates the slightest contribution of members and encourages their involvement in various organizational forums, it gradually builds the confidence of members to perform and contribute more actively. Thus, confidence is not just an innate trait, but a capacity that can be developed through a supportive organizational climate and appreciative leadership (Riyan Terna Kuswanto, personal communication, May 25, 2026).

3.3.2 Initiative and Independence

The second dimension that has undergone significant development is the initiative and independence of members. The findings of the study show that members of Tapak Suci SMEs no longer wait for instructions from the management to act, but proactively identify problems, propose programs, and take responsibility independently. This development is an indicator of the success of the participatory leadership model implemented by the management. According to Northouse, effective leadership does not aim to create dependence, but rather to encourage the growth of leadership capacity in each member. By giving trust to members to take a real role in managing activities, the management indirectly trains critical thinking skills and taking initiative. This process is also in line with the concept of *intellectual stimulation* in transformational leadership, which is an encouragement to members to think independently, creatively, and innovatively in facing organizational challenges (Riyan Terna Kuswanto, personal communication, May 25, 2026).

3.3.3 Answer and Discipline

Increasing the sense of responsibility and discipline of members is the third impact that can be analyzed from the leadership process in Tapak Suci UKM. The findings of the study show that members increasingly show commitment to the tasks they carry out without the need for constant supervision or reminders. More than that, members also begin to have an awareness that their actions have a direct impact on the success of the organization collectively (Cahniyo Wijaya Kuswanto, personal communication, May 26, 2026). The internalization of this value of responsibility cannot be separated from the typical characteristics of Tapak Suci UKM as an organization that integrates physical, mental, and Islamic values development. In the perspective of transformational leadership, *the idealized influence* dimension explains that members tend to internalize the values shown by the role model. When the management of Tapak Suci UKM consistently displays an example in compliance with the rules and commitment to the task, the behavior becomes a model that members follow. This process of imitation of values is what slowly forms a culture of responsibility and discipline within the organization (Fadhli Al Latif, personal communication, May 18, 2026).

3.3.4 Opinion and Communication Skills

The fourth dimension that has improved is the ability to communicate and the ability to express opinions. The findings of the study show that members of Tapak Suci UKM are increasingly actively participating in organizational discussion forums and no longer hesitate to express constructive views and criticisms. This development is inseparable from the decision-making system implemented by the management, namely through an open deliberation mechanism and respecting every input. An organizational culture that is appreciative of differences of opinion creates a safe space for members to speak without fear. Theoretically, this is relevant to the concept of democratic leadership put forward by Hafizhan, where the involvement of members in decision-making has been proven to increase motivation and a *sense of belonging* to the organization. The communication skills that develop in this organizational space in turn become an important provision for members in carrying out leadership roles in a broader context (Fadhli Al Latif, personal communication, May 18, 2026).

3.3.5 Leadership and Decision-Making Skills

The fifth and most comprehensive dimension is the development of leadership and decision-making skills. The findings of the study show that members who have undergone the coaching process at Tapak Suci UKM are able to apply a communicative leadership style, inspire their peers, and make decisions collectively by considering various perspectives (Riyan Terna Kuswanto, personal communication, May 25, 2026). This development is the estuary of the entire coaching and regeneration process that has been carried out. Members' involvement in work program committees, organizational deliberations, and activity evaluation processes cumulatively form leadership experiences that cannot be obtained through classroom learning alone. This reinforces the view of Markova, Taysever, and Angelov that leadership capacity develops optimally through a combination of practical experience, mentoring guidance, and reflection on action. The deliberation-based decision-making mechanism implemented by the management of Tapak Suci SMEs not only produces better quality decisions, but also becomes a training arena for members to build analytical thinking skills, consider the impact of decisions, and lead the deliberation process democratically (Ari Rian Muhammad, personal communication, May 6, 2026).

4. Conclusion

Based on the results of the research and discussion, it can be concluded that the leadership of the management of Tapak Suci UKM UIN Raden Intan Lampung plays an important role in carrying out the function of fostering and regenerating student leadership through the application of a democratic and participatory leadership style. The role is multidimensional, including coordination-administrative functions, guidance, motivation, and exemplary which are concretely realized through various structured programs such as Basic Education (Diksar), Management Training, work program committees, routine deliberations, and social activities. Through these programs, administrators do not just manage the organization, but actively function as facilitators and leadership incubators that involve members directly in the decision-making process and management of the organization.

The impact of the coaching process on the student leadership capacity is proven to be positive and real in five dimensions, namely increasing members' confidence in expressing opinions in the public space, developing initiative and independence in identifying problems and finding solutions, growing a sense of responsibility and discipline through internalizing the value of administrators' exemplary values, increasing communication skills in an appreciative organizational culture, as well as the development of leadership and decision-making skills as a result of direct involvement in the organizational deliberation process. Thus, Tapak Suci UKM managed with transformational and participatory leadership has proven to be an effective vehicle for the formation of student leadership capacity, as well as a recommendation for strengthening the regeneration system at Tapak Suci UKM UIN Raden Intan Lampung and similar student organizations in other universities.

References

A. Books

- Bernard M. Bass dan Bruce J. Avolio. *Transformational Leadership in Modern Organizations*. New York: Free Press, 2020.
- John W. Creswell. *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. 4th ed. California: Sage Publications, 2021.
- Matthew B. Miles dan A. Michael Huberman. *Qualitative Data Analysis*. California: Sage Publications, 2014.
- Lexy J. Moleong. *Metodologi Penelitian Kualitatif*. Bandung: PT Remaja Rosdakarya, 2017.
- Peter G. Northouse. *Leadership: Theory and Practice*. 9th ed. California: Sage Publications, 2021.
- Soerjono Soekanto. *Sosiologi Suatu Pengantar*. Jakarta: Rajawali Pers, 2017.
- Sugiyono. *Metode Penelitian Kualitatif, Kuantitatif, dan R&D*. Bandung: Alfabeta, 2019.
- Sugiyono. *Metode Penelitian Kualitatif*. Bandung: Alfabeta, 2022.

B. Journal

- Agustam, Hellint Cleo Phattra, Mohd Syakir Mohd Rosdi, Nadirsah Hawari, dan Gesit Yudha. "Political Literacy and Democratic Understanding in Islamic Higher Education: Evidence from Urban Muslim Students at Universitas Islam Negeri Raden Intan Lampung." *Akademika: Jurnal Pemikiran Islam* 31, no. 1 (2026).
- Angreni, Tri, dan Vivin Hanitha. "Pengembangan Kemampuan Leadership Bagi Anggota Organisasi Kemahasiswaan di Tangerang." *Nusantara Raya* 3, no. 2 (2024).
- Asdar, Azrizan Bin, dkk. "Pengaruh Gaya Kepemimpinan dan Budaya Organisasi terhadap Kinerja Pengurus Lembaga Kemahasiswaan." *Jurnal Rimba Riset Ilmu Manajemen Bisnis dan Akuntansi* 3, no. 1 (2024).

- Bagas, Muhammad F. “Manajemen Organisasi Kemahasiswaan (Studi terhadap Senat Mahasiswa STIKES Indah Medan).” *Jurnal Pendidikan Tambusai* 7, no. 3 (2023).
- Bantam, Dian Juliarti, dkk. “Pemahaman Tentang Praktik Kepemimpinan dalam Organisasi Kemahasiswaan.” *Jurnal Ilmiah Multidisiplin Keilmuan Mandira Cendikia* 2, no. 9 (2024).
- Fadhilah. “Nilai-Nilai Tapak Suci dalam Pembinaan Karakter.” *Jurnal Pendidikan Islam* (2021).
- Hassan, S., A. A. Basit, dan N. Zaini. “Transformational and Democratic Leadership Styles in Youth Organizations.” *Journal of Leadership in Education* 4, no. 2 (2023).
- Hidayati, Eka, dkk. “Character Education through Tapak Suci: A Qualitative Case Study in Indonesian Senior High School.” 4, no. 1 (2026).
- Lythreatis, Sophie, Abdul-Nasser El-Kassar, Palie Smart, dan Alberto Ferraris. “Innovation Perceptions: Evidence from South Korea.” (2024): 1285–1312.
- Markova, Mariya, Guray Taysever, dan Slav Angelov. “A Theoretical Framework of Developing Leadership Capacity for Successful Organizational Outcomes.” *Journal of Leadership in Organizations* 6, no. 1 (2024).
- Pertiwi, Amalia Dwi, Ratih Novi Septian, dan Riswati Ashifa. “Peran Organisasi Kemahasiswaan dalam Membangun Karakter: Urgensi Organisasi Kemahasiswaan pada Generasi Digital.” *Aulad* 4, no. 3 (2021): 107–115.
- Pratiwi, Virna Dita, dkk. “Improving Organizational Citizenship Behavior Through Buddhist Leadership in Student Activity Units in Higher Education.” *International Journal of Science and Applied Science Conference Series* 8, no. 2 (2024).
- Purwanto, Hendro Eko, dkk. “Partisipasi Mahasiswa dalam Organisasi Kemahasiswaan Kampus.” *Jurnal Ilmiah Penelitian Mahasiswa* 2, no. 3 (2024).
- Rahmawati, Aulia. “Peranan Organisasi Kemahasiswaan sebagai Sarana Pendidikan Politik Mahasiswa dalam Meningkatkan Partisipasi Politik.” *De Cive: Jurnal Penelitian Pendidikan Pancasila dan Kewarganegaraan* 2, no. 6 (2022): 244–250.
- Riza, Muhammad Faisal, Benny Hutahayan, dan Heap Yih Chong. “Fostering High-Performing Organizations in Higher Education: The Effect of Participative Leadership, Organizational Culture, and Innovation on Organizational Performance and Commitment.” *Cogent Education* 12, no. 1 (2025).
- Selznick, Benjamin S., dkk. “Developing Relational Leaders Through Sorority Engagement: A Quantitative Approach.” *Innovative Higher Education* 49 (2024).
- Suaidy, Hillman Mushaddiq, dan Rony Tussoleha Zahara. “Pentingnya Gaya Kepemimpinan dalam Mengelola Organisasi: Sebuah Studi Literatur Sistematis.” *Jurnal Bisnis dan Ekonomi* 1, no. 1 (2023): 30–31.
- Supriyanto, Prasetyo, dan Elumalai. “Peran Pencak Silat dalam Meningkatkan Disiplin dan Kepemimpinan Peserta Didik.” *Jurnal Pendidikan Jasmani Indonesia* 21, no. 1 (2025): 44–47.
- Wijiharta, W., dkk. “Pengembangan Soft Skill Leadership Mahasiswa Melalui Keaktifan dalam Organisasi Kemahasiswaan.” *Youth Leadership and Career Planning Journal* 2, no. 1 (2022).
- Yolanda, Sari, dan Ismail. “Peran Organisasi Mahasiswa dalam Membangun Karakter Kepemimpinan dan Peningkatan Soft Skill.” *Pendas: Jurnal Ilmiah Pendidikan Dasar* 9, no. 2 (2024): 23–26.
- Yudha, Gesit, Arsyad Sobby Kesuma, Abdul Aziz, dan Fauzan Fauzan. “The Philosophical Basis of Al-Ahkam Al-Sulthaniyah and Its Relevance to the Indonesian Government Based on Asta Cita.” *Kalam* 18, no. 2 (2024).

Yudha, Gesit, Sunandar Macpal, dan Fachrizal Dwi Nirzawan. “Diplomasi Modernisasi dan Keamanan Regional di Negara-Negara Islam.” *Farabi* 22, no. 1 (2025).

C. Proceedings

Yudha, Gesit, dan Arsyad Sobby. “The Actualization of Democracy Values Based on Local Wisdom.” Dalam *International Conference on Multidisciplinary Science (ICONAIS)*, 2023.

Yudha, Gesit, Isti Arini, Abdul Aziz, Agus Hermanto, dan Roy Anggitha. “The Position and Relevance of Abu Al-A'la Maududi's Political Thoughts for Leadership Ethics in the Era Society 5.0.” Dalam *1st Raden Intan International Conference on Sharia and Law*, 2024.

Hafizhan. *Analisis Gaya Kepemimpinan pada Unit Kegiatan Mahasiswa Maharipal terhadap Motivasi Kerja dan Dampaknya pada Organisasi*. Skripsi, 2019.

Yusril, M. *Peran UKM Pencak Silat Nahdlatul Ulama (Pagar Nusa) dalam Meningkatkan Perilaku Sosial Keagamaan Mahasiswa*. Skripsi. UIN Raden Intan Lampung, 2025.

E. Interview

Ari Rian Muhammad. Ketua Umum UKM Tapak Suci UIN Raden Intan Lampung. Wawancara, 6 Mei 2026.

Cahniyo Wijaya Kuswanto. Pembina UKM Tapak Suci UIN Raden Intan Lampung. Wawancara, 26 Mei 2026.

Fadhli Al Latif. Anggota Aktif UKM Tapak Suci UIN Raden Intan Lampung. Wawancara, 18 Mei 2026.

Nola Maroatus Sholeha. Sekretaris Umum UKM Tapak Suci UIN Raden Intan Lampung. Wawancara, 10 Mei 2026.

Resta Anggraini. Kepala Divisi Kaderisasi UKM Tapak Suci UIN Raden Intan Lampung. Wawancara, 14 Mei 2026.

Riyan Terna Kuswanto. Pelatih UKM Tapak Suci UIN Raden Intan Lampung. Wawancara, 25 Mei 2026.