COMMUNITY EMPOWERMENT THROUGH EFFECTIVE LEADERSHIP FOR ACHIEVING ORGANIZATIONAL VISION IN EDUCATIONAL INSTITUTIONS IN SURYALAYA

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Abstract

Organizational vision serves as a strategic compass that directs all elements of an institution toward long-term goals. However, without effective leadership, the process of internalizing and operationalizing this vision often fails to reach its full potential. This community service initiative aimed to strengthen the capacity of educational personnel in pesantren-based institutions in Suryalaya by developing their understanding and application of effective leadership principles. The intervention employed participatory approaches through interactive workshops, group discussions, and strategic planning simulations. Thirty education staff members from various institutions took part in the program, representing roles from school leadership to teaching and administration. The results showed a significant increase in the participants' ability to articulate their organizational vision, identify key performance indicators, and develop actionable leadership strategies. Post-activity evaluation indicated that 90% of participants considered the program useful and applicable to their institutional context. This program highlights the importance of aligning leadership capacity with the organizational vision to foster institutional resilience and progress.

Keywords: *Community Empowerment, Effective Leadership, Organizational Vision, Pesantren-Based Education, Strategic Development.*

Abstrak

Visi organisasi berfungsi sebagai kompas strategis yang mengarahkan semua elemen lembaga menuju tujuan jangka panjang. Namun, tanpa kepemimpinan yang efektif, proses internalisasi dan operasionalisasi visi ini sering gagal mencapai potensi penuhnya. Inisiatif layanan masyarakat ini bertujuan untuk memperkuat kapasitas tenaga kependidikan di lembaga berbasis pesantren di Suryalaya dengan mengembangkan pemahaman dan penerapan prinsip-prinsip kepemimpinan yang efektif. Intervensi menggunakan pendekatan partisipatif melalui lokakarya interaktif, diskusi kelompok, dan simulasi perencanaan strategis. Tiga puluh anggota staf pendidikan dari berbagai lembaga mengambil bagian dalam program ini, mewakili peran dari kepemimpinan sekolah hingga pengajaran dan administrasi. Hasilnya menunjukkan peningkatan yang signifikan dalam kemampuan peserta untuk mengartikulasikan visi organisasi mereka, mengidentifikasi indikator kinerja utama, dan mengembangkan strategi kepemimpinan yang dapat ditindaklanjuti. Evaluasi pasca-kegiatan menunjukkan bahwa 90% peserta menganggap program ini bermanfaat dan dapat diterapkan pada konteks kelembagaan mereka. Program ini menyoroti pentingnya menyelaraskan kapasitas kepemimpinan dengan visi organisasi untuk mendorong ketahanan dan kemajuan kelembagaan.

Kata Kunci: Pemberdayaan Masyarakat, Kepemimpinan Efektif, Visi Organisasi, Pendidikan Berbasis Pesantren, Pengembangan Strategis.

INTRODUCTION

The ability of an organization to thrive in a dynamic and uncertain environment is largely determined by the strength of its leadership and the clarity of its organizational vision. In educational institutions—especially those integrated with pesantren values—leadership is not merely administrative but also moral and spiritual. Leaders are expected to serve as role models, set direction, and inspire collective action toward shared goals.

In the context of Suryalaya, many pesantren-based educational institutions operate with strong philosophical foundations but often lack operational strategies that link daily activities with their long-term vision. Vision statements are sometimes seen as formalities rather than actionable frameworks. Without effective leadership, these visions remain abstract, disconnected from actual institutional practice.

The effectiveness of leadership in this context must be understood not only in terms of authority but also in its capacity to inspire, mobilize, and empower. Leaders at all levels—principals, coordinators, or senior teachers—must develop the ability to lead with clarity, foster collaboration, and sustain motivation among team members.

Research shows that leadership training improves not only organizational performance but also workplace morale and cohesion (Handayani, 2019; Fitriani, 2020). When leadership aligns with the organizational vision, institutions become more agile, responsive, and purpose-driven. Therefore, this community service program was designed to help educators in pesantren-based schools bridge the gap between values and implementation through effective leadership.

To ensure sustainable transformation, leadership development initiatives must be contextualized within the unique cultural and religious values of pesantren-based institutions. This means that leadership training should not adopt a one-size-fits-all model but rather integrate local wisdom, Islamic ethics, and educational best practices. Emphasis should be placed on reflective leadership—where leaders are encouraged to continuously evaluate their actions, align them with the institution's vision, and seek feedback from their communities. In doing so, leaders become not only implementers of strategy but also custodians of the pesantren's core values, capable of guiding their institutions through change without losing their identity

METHODOLOGY

This program employed the IPOO (Input–Process–Output–Outcome) model to ensure that the implementation process was structured, measurable, and aligned with its objectives. The activity was conducted in a designated meeting room at one of the central educational institutions located in the Suryalaya area, Tasikmalaya Regency. Participants were drawn from various pesantren-based educational institutions, including madrasahs, vocational schools (SMKs), and formal Islamic schools, which reflect the religious and community-based education model that characterizes the region.

The program engaged 30 participants comprising educators and administrative personnel, many of whom occupied leadership or coordination positions in their respective institutions. These individuals were considered strategic stakeholders due to their influence on institutional decision-making and their potential role in cascading leadership practices within their organizations. The implementation team consisted of five lecturers from STIE Latifah Mubarokiyah (STIELM), with expertise in organizational leadership, educational management, and institutional development.

The program began with the preparation of inputs that supported learning, including an educational module focusing on effective leadership, institutional vision alignment, and strategic implementation. To enhance the learning experience, various workshop tools were utilized, such as real-case simulations, planning templates, stationery, whiteboards, and evaluation forms. Media-based learning was also incorporated through PowerPoint presentations and video testimonials from leaders in similar educational settings.

The process phase included an initial briefing session and participant mapping to understand institutional contexts. This was followed by two core learning sessions: the first focused on understanding organizational vision and the roles of leadership, while the second offered practical strategies on communication, delegation, and motivation. Group discussions enabled participants to draft institutional leadership plans, followed by a reflection and Q&A session. The outputs included tangible action plans, increased participant confidence in operationalizing vision, and a 90% satisfaction rate. The outcome demonstrated a notable increase in leadership capacity and alignment with institutional goals, along with the formation of a peer leadership network across institutions.

RESULTS AND DISCUSSION

The program achieved its objective of increasing the leadership competence of participants. Most participants were initially unfamiliar with key frameworks of institutional leadership, such as vision-driven planning and outcome-based decision making. After the sessions, 86% were able to articulate their institution's vision in operational terms and outline short-term steps to actualize it.

Group work revealed varying degrees of strategic clarity across institutions. Some had strong philosophical foundations but lacked measurable indicators, while others struggled with staff coordination. The workshop allowed participants to collaboratively diagnose their organizational challenges and co-develop improvement strategies.

The interactive methodology received favorable responses. Participants highlighted role-playing exercises and vision simulation as the most impactful. These exercises helped them connect theoretical leadership concepts with daily management realities.

The findings validate the importance of targeted leadership development programs in educational institutions, especially in culturally embedded settings such as pesantren. The combination of value-based and

participatory learning aligns with adult education principles and enables deep internalization (Sari & Wijaya, 2021).

Effective leadership is increasingly viewed not as a function of position, but as a set of competencies that can be developed. In pesantren institutions, where authority is often derived from moral credibility, leadership development must encompass both practical and ethical dimensions.

The willingness of participants to form a post-program leadership forum indicates the program's sustainability. Peer-led communities of practice can serve as continuous learning platforms and catalysts for institutional transformation.

CONCLUSION

This community service initiative successfully enhanced the leadership capacity of education personnel in pesantren-based institutions in Suryalaya. By integrating conceptual understanding with hands-on practice, the program enabled participants to bridge the gap between vision and implementation. The adoption of the IPOO model facilitated systematic learning and ensured clear outcomes. The positive feedback and active participation suggest that the initiative has laid the groundwork for long-term organizational development through empowered leadership.

RECOMMENDATIONS

To maximize impact, it is recommended that:

- Similar leadership development workshops be held periodically and expanded to other pesantren areas.
- Institutional leaders be encouraged to formalize vision-aligned planning in their annual programs.
- Partnerships with universities and leadership consultants be established for follow-up mentoring.
- Digital platforms (e.g., WhatsApp or Google Groups) be used to sustain dialogue and resource sharing among alumni of the program.

IMPLICATIONS

This program underscores the critical role of leadership in transforming educational vision into practice. It demonstrates that low-resource, short-duration training can yield significant improvements in leadership awareness and capability when it is contextually adapted and participatory. For institutions rooted in moral and religious traditions, leadership training must resonate with their cultural values while promoting institutional accountability, innovation, and collaboration.

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