Islamic Value-Based Leadership and Modern Organizational Management as a Foundation HMI cadres

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Abstract: This Community Service Program (PKM) aims to enhance leadership capacity and organizational management skills of the Islamic Student Association (HMI) Dumai Branch cadres through the strengthening of Islamic values and the application of modern organizational management principles. The program was implemented during the Intermediate Training (Latihan Kader II/LK 2) using lectures, interactive discussions, and leadership simulations. A participatory approach was employed to actively engage participants throughout the program. The results indicate an improvement in participants' understanding of transformational leadership, collective–collegial leadership, and organizational planning and management skills. Furthermore, the program increased participants' awareness of the importance of integrating Islamic values as an ethical foundation in student organizational leadership practices. This PKM contributes to the development of qualified HMI cadres as future leaders with integrity, adaptability, and strong commitment to community service.

1. INTRODUCTION

Community service is a concrete implementation of the Tri Dharma of Higher Education, emphasizing the active involvement of academics in addressing social needs and issues. Through community service activities, universities function not only as centers for scientific development but also as agents of social change, contributing to improving the quality of human resources (Sugiyono, 2019). In the youth context, student organizations are strategic partners because they play a crucial role in the cadre development and character formation of the younger generation.

The Islamic Students Association (HMI) is one of the oldest student organizations in Indonesia, with a long history of developing future leaders for the community and the nation. HMI places cadre development at the heart of the organization, realized through a tiered training system, one of which is Cadre Training II (LK 2). LK 2 is designed to develop mid-level cadres to develop leadership skills, organizational management skills, and ideological and social awareness (Northouse, 2021).

However, the dynamics of student organizations in the era of globalization present increasingly complex challenges. Rapid social change, technological advancements, and demands for organizational professionalism require members to possess strong adaptive

leadership and managerial skills. Many student organizations face challenges such as weak program planning, low organizational discipline, and suboptimal internalization of core organizational values in daily leadership practices (Mulyasa, 2022).

In the context of HMI, this challenge becomes even more significant because HMI focuses not only on the intellectual development of its cadres but also on the development of Islamic leadership character. Leadership from an Islamic perspective emphasizes the values of trustworthiness, justice, deliberation, and moral responsibility, which should be the foundation of student organization management (QS. Asy-Shura: 38). Without strengthening these values, organizational leadership could potentially lose its ethical and social orientation.

The involvement of lecturers and academics in HMI's cadre development activities through the Student Creativity Program (PKM) is relevant and strategic. Academics play a crucial role in transferring theoretical and practical knowledge related to modern organizational leadership and management, while also bridging academic values with the social realities of student organizations (Northouse, 2021). This synergy is expected to comprehensively strengthen the quality of cadres.

Based on this background, this PKM activity is focused on strengthening Islamic value-based leadership and modern organizational management for HMI Dumai Branch cadres through the LK 2 forum. This activity is expected to not only increase the individual capacity of cadres, but also contribute to strengthening the role of student organizations in sustainable community development.

2. METHOD

This Community Service activity was implemented using a participatory approach, a method that positions participants as active participants in the learning process. This approach was chosen because it is considered effective in developing critical awareness, emotional engagement, and in-depth internalization of values and skills (Sugiyono, 2019).

The activities were carried out during the HMI Dumai Branch Cadre Training II (LK 2) forum, held at the Muhammadiyah School in Dumai City. This location was chosen because it offers a conducive environment for educational activities, cadre development, and academic discussions. The implementation time was adjusted to the official LK 2 schedule so that PKM activities could be optimally integrated into the cadre development series.

The activity methods include presentations on leadership and organizational management by resource persons, interactive discussions, case studies, and collective-collegial leadership simulations. The leadership material is structured based on the concepts of

transformational leadership, collective leadership, and Islamic leadership values (Northouse, 2021; Mulyasa, 2022). Meanwhile, the organizational management material emphasizes the functions of planning, organizing, implementing, and monitoring.

The activity phase begins with preparation, which includes coordination with the LK 2 committee, preparation of materials, and adaptation of learning methods to the characteristics of the participants. The next phase is the implementation of the core activities, where participants actively engage in discussions and simulations to apply the concepts presented. The final phase is activity evaluation through joint reflection and participant feedback.

The target audience for this PKM activity is mid-level HMI cadres participating in LK 2, HMI Dumai Branch administrators, and students projected to become future organizational leaders. This activity is also expected to have an indirect impact on the community by improving the quality of cadres as agents of social change.

Using systematic and participatory methods, this PKM activity is designed to generate meaningful and sustainable learning. This approach aligns with the principle of community service, which involves not only knowledge transfer but also empowering individual and group capacity (Sugiyono, 2019).

3. RESULTS

The results of the Community Service (PKM) program demonstrated that the entire series of activities were carried out successfully and according to the previously prepared plan. The program took place in a conducive and participatory atmosphere, with participants attentively following each session. Their enthusiasm was evident from the beginning, particularly during the presentations, interactive discussions, and leadership simulations designed to train critical thinking and decision-making skills.

The participants' active participation was reflected in the intensity of the questions they asked, their courage in expressing their opinions, and their direct involvement in group discussions. Participants were not merely passive listeners, but were able to provide critical responses to the material presented and relate it to their own organizational experiences. This demonstrates that PKM activities can create a dialogic learning space and encourage a process of collective reflection.

From a cognitive perspective, this activity had a positive impact on improving participants' understanding of leadership concepts, particularly transformational and collective-collegial leadership. Participants were able to identify the characteristics of various leadership styles and understand the strategic role of a leader in motivating organizational members

toward common goals. This understanding is crucial because HMI cadres are projected to fill strategic positions within the organizational structure, thus requiring a strong conceptual foundation to carry out their leadership roles (Northouse, 2021).

In addition to understanding leadership, participants also experienced increased insight into organizational management functions. Participants demonstrated a better understanding of the importance of structured program planning, proportional task allocation, and oversight mechanisms to ensure program sustainability. In group discussions, participants were able to develop work program designs that were more realistic, measurable, and aligned with organizational needs, thus reflecting the application of modern management principles in the context of student organizations (Mulyasa, 2022).

From an affective perspective, this PKM activity contributed to raising participants' awareness of the importance of Islamic values as an ethical foundation for organizational leadership. Participants understood that leadership is not solely related to structural positions, but rather a mandate that carries moral and social responsibilities. Values such as deliberation, justice, integrity, and sincerity frequently emerged in discussions as principles that must be upheld in running the organization.

Meanwhile, from a skills perspective, leadership simulations provide participants with hands-on experience in situations that mimic real-life organizational conditions. Participants are trained to make decisions collectively, manage differences of opinion, resolve internal conflicts, and build strong teamwork. Through this process, participants realize that effective leadership relies not only on intellectual ability but also on communication skills, empathy, and collaboration among members (Northouse, 2021).

Overall, the results of the activity indicate that the objectives of the PKM implementation have been successfully achieved. HMI cadres not only gained enhanced knowledge and skills in leadership and organizational management, but also experienced strengthened attitudes and values that support their roles as organizational leaders. With these skills, cadres are expected to be able to contribute more optimally as agents of change, both within student organizations and in society.

4. DISCUSSION

The results of this Community Service activity demonstrate that the participatory approach used in the implementation of PKM is able to create an effective and meaningful learning process for the cadres of the Islamic Students Association (HMI) Dumai Branch. The active involvement of participants in the presentation of material, discussions, and leadership

simulations encouraged a process of critical reflection on the leadership and organizational management practices currently implemented within the student organization. This aligns with the principle of community service, which emphasizes empowerment, not merely the transfer of knowledge.

The increased understanding of transformational and collective-collegial leadership concepts among cadres demonstrates the relevance of the material presented to the needs of student organization cadre development. Transformational leadership emphasizes the role of leaders as agents of change capable of building a shared vision, increasing motivation, and developing the potential of organizational members (Northouse, 2021). In the context of HMI, this approach is crucial because cadres are required not only to be able to manage the organization but also to mobilize the ideological and social awareness of its members.

The findings of the activity also showed that strengthening organizational management significantly improved the cadres' ability to develop and implement work programs. Cadres began to understand that organizational success is determined not only by collective spirit, but also by systematic planning, clear division of tasks, and effective oversight mechanisms. This supports the view that the weak performance of student organizations is often caused by a lack of managerial capacity among administrators to optimally manage organizational resources (Mulyasa, 2022).

The integration of Islamic values into leadership materials provides an ethical and moral dimension that enriches the cadres' understanding. The values of trustworthiness, deliberation, justice, and social responsibility are essential foundations for building leadership oriented toward the common good. This approach aligns with HMI's character as a cadre organization that places Islam as the foundational value in all organizational activities. Thus, leadership is understood not merely as a technical skill but also as a moral responsibility.

Leadership simulations implemented in PKM activities have proven effective in training cadres' practical skills, particularly in decision-making, conflict management, and teamwork. Through simulations, cadres are exposed to situations that mimic real-life organizational dynamics, allowing them to learn from direct experience. This experiential learning allows cadres to internalize leadership values and skills more deeply than one-way learning (Northouse, 2021).

Group discussions during the activity also demonstrated that cadres have significant potential to develop organizational ideas and innovations when provided with equal participation. The collective-collegial leadership model implemented in the simulation encouraged cadres to respect differences of opinion and build collaborative decisions. These

findings reinforce the view that student organizations require democratic and inclusive leadership styles to survive and thrive amidst ever-changing social dynamics.

Overall, the results of this discussion confirmed that PKM activities not only improve the individual capacity of cadres but also contribute to strengthening the organizational culture of the Dumai branch of HMI. Strengthening leadership and organizational management based on Islamic values is expected to produce cadres who are not only intellectually competent but also morally and socially mature. Therefore, similar activities need to be developed sustainably as part of the strategy to strengthen student organization cadre development.

5. CONCLUSION

Based on the results of the implementation and discussion of the Community Service activities, it can be concluded that the leadership and organizational management strengthening program in the Dumai Branch of the Islamic Students Association (HMI) Cadre Training II ran well and achieved its stated objectives. The entire series of activities were carried out systematically and received a positive response from participants, as reflected in the level of participation and active involvement throughout the event.

This PKM activity has had a significant impact on improving the capacity of HMI cadres, particularly in terms of knowledge, attitudes, and leadership skills. Cognitively, cadres gain a more comprehensive understanding of the concepts of transformational and collective-collegial leadership, as well as organizational management principles relevant to the dynamics of student organizations. This understanding provides crucial tools for cadres in carrying out strategic roles within the organization.

From an affective perspective, this activity successfully fostered cadres' awareness of the importance of Islamic values as an ethical foundation for organizational leadership. Leadership is understood not merely as a structural function, but as a mandate encompassing moral and social responsibility. Internalizing values such as deliberation, justice, integrity, and shared responsibility are crucial for shaping the leadership character of HMI cadres.

Meanwhile, from a skills perspective, this activity provides cadres with practical experience in managing an organization through leadership simulations, group discussions, and collective decision-making. Cadres are trained to navigate organizational dynamics collaboratively, manage conflict constructively, and build strong teamwork. These skills are expected to be directly applied in HMI and other student organizations.

This PKM activity also demonstrates the importance of synergy between universities and student organizations in human resource development. The involvement of lecturers as

resource persons and facilitators significantly contributes to enriching the cadres' insights and bridging leadership and management theory with organizational practices in the field. This synergy serves as a strategic collaboration model to support the quality cadre development process.

Thus, this Community Service activity can be concluded as an effective effort to strengthen the leadership capacity of HMI Dumai Branch cadres. For the sustainability of the program, it is recommended that similar activities be carried out continuously, with the development of more applicable materials and long-term evaluation of the implementation of training outcomes in organizational practice. This is crucial to ensure the creation of competent HMI cadres with integrity and the ability to act as agents of change in society.

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