



Strategic Management in Developing Leadership Character in the OSIS Program at SMPN 11 Kota Sungai Penuh

Miftahul Jannah¹, Mohamad Muspawi²

^{1,2}Universitas Jambi

Miftahuljh288@gmail.com¹, mohamad.muspawi@unja.ac.²

Receive: 11/08/2024

Accepted: 10/09/2024

Published: 01/10/2024

Abstract

This study aims to analyze the application of strategic management in shaping the leadership character of students through the OSIS program at SMPN 11 Kota Sungai Penuh. Employing a qualitative approach with a descriptive research method, the study provides a detailed examination of social events related to OSIS management. Data were collected through field methods, including direct observation, in-depth interviews with school leaders, OSIS supervisors, and student members, as well as documentation of OSIS activities. Data analysis involved interactive and continuous techniques, including data condensation, data presentation, and conclusion drawing, supported by triangulation to ensure data validity, credibility, and dependability. The findings reveal that (1) Strategic Planning includes structured steps such as setting targets, formulating objectives, and developing strategies and sub-plans to ensure the program aligns with the school's vision and mission; (2) Strategic Organizing involves grouping activity components, assigning tasks, and delegating authority to ensure systematic and directed program execution; (3) Strategic Implementation is carried out through communication, motivation, and supervision to foster effective coordination and encourage student participation; and (4) Strategic Supervision is conducted via periodic evaluations to assess and improve program effectiveness, while also fostering innovation and creativity. This structured approach to strategic management significantly contributes to the sustainable development of student leadership character.

Keywords: strategic management, leadership character, OSIS program

Introduction

Strategic management refers to a methodical approach in organizing students, encompassing stages from input, process, and output to achieving the desired outcomes in educational institutions. Effective school management significantly influences interconnected aspects within the institution. By definition, management entails handling, organizing, and optimizing resources to achieve predetermined

objectives efficiently.

The goal of strategic management in schools is to ensure activities align with learning objectives, promote discipline, adhere to established procedures, and provide a pathway for achieving shared goals. The broader purpose is to enable students to develop individually, socially, and maximize their potential. School principals play a pivotal role in strategic management, from student admissions,

guidance, self-development programs, to ensuring smooth graduation processes. Strategic management seeks to streamline school operations to foster effective, orderly, and purposeful learning processes (Hanif & Kasim, 2024).

Education serves as a cornerstone for individual and societal development, education not only equips individuals with essential knowledge and skills for daily life but also fosters communication, collaboration, and leadership capabilities. Leadership, which involves influencing and guiding others towards specific goals, is deeply rooted in educational experiences. Through education, individuals gain the foundation to navigate complex challenges in various organizational and community contexts (Hutahaean & SE, 2021).

Leadership character among students is an essential aspect that cannot be overlooked (Sunardi & Munfarida, 2024). Beyond academic mastery, students are expected to develop leadership skills and character to face future challenges. Character education has become increasingly significant in contemporary educational practices (Ya'cub & Robiati, 2023). Leadership, as a discipline, involves directing, influencing, and supervising others to achieve planned tasks. This ability is cultivated over time through sustained actions and a supportive environment, which transforms conscious efforts into habits (Ghufron, 2020).

Student leadership development, commonly referred to as Student Leadership, encompasses efforts to nurture responsibility, role awareness, and potential growth among students. Programs such as leadership training, regular mentoring, leadership camps, and evaluative activities are critical to instilling these qualities (Prasinta et al., 2023). These activities not only prepare students to become responsible, creative, and impactful individuals but also enable them to act as "agents of change" within their communities.

One of the prominent platforms for cultivating leadership and social awareness in schools is the Organisasi Siswa Intra

Sekolah (OSIS). OSIS is a formal student organization designed to foster leadership and social responsibility while promoting collaboration to achieve collective goals (Sakti et al., 2024). However, preliminary observations at SMPN 11 Kota Sungai Penuh reveal several challenges that hinder the effectiveness of OSIS in achieving these objectives

Firstly, the participation of students in OSIS activities remains very low, with only a small percentage of students actively involved in its programs. Those who are members often display limited initiative, particularly in organizing events or leading their peers. Secondly, the mentoring provided by teachers and school staff appears inadequate, focusing more on ceremonial activities rather than developing essential soft skills like communication, decision-making, and problem-solving. Additionally, social responsibility programs conducted through OSIS, such as community service or environmental activities, are often viewed as formalities, lacking genuine student engagement.

Resource constraints further exacerbate these challenges. Limited time allocation and insufficient facilities prevent the execution of meaningful and impactful programs. Consequently, students miss opportunities to develop both their leadership potential and their sense of social responsibility.

These findings underscore the need for a comprehensive evaluation of the strategic management practices at SMPN 11 Kota Sungai Penuh, particularly in the context of OSIS. By addressing these issues, strategic management can serve as a foundation to foster leadership and social character development among students. This research is thus framed under the title "Strategic Management in Developing Leadership Character in the OSIS Program at SMPN 11 Kota Sungai Penuh".

Previous research discussed Strategic Management in Developing Leadership Character in the OSIS Program (1) Kaffah Bismilla's research (2023) entitled Management of the Intra-School Student Organization (OSIS) Program in

Improving Student Leadership Attitudes at SMK Negeri 8 Jakarta: The purpose of this study is to emphasize the implementation of the OSIS management program at SMK Negeri 8 Jakarta. This study revealed that the implementation of the OSIS management program has sufficiently covered both planning, organizing, implementing, and structured supervision. Student leadership development strategies are carried out through various activities such as Student Leadership Basic Training, Out Bond, and Comparative Study. The main obstacles in this study include facilities and infrastructure, management commitment, and support from the school (Bismillah, 2023).

(2) Muhamad Rizky Malusu's research (2024) entitled Building Leadership Character Through Intra-School Student Organizations (OSIS): the purpose of this study is to highlight the use of OSIS as a means to build student leadership character at SMK Al Malikus Sholeh Sumobito Jombang. This study shows that OSIS is effective in developing leadership skills, responsibility, teamwork, and moral values. The focus of this study is more on specific strategies and practices applied to build student leadership character in general (Mujahidin & Malusu, 2024). (3) Research by Armando Bima Sakti et al. (2024) entitled Analysis of the Role of Intra-School Student Organizations (OSIS) as a Shaper of Student Leadership Character at SMA Negeri 2 Tenggara Seberang: the purpose of this study is to examine the role of OSIS in shaping student leadership character at SMA Negeri 2 Tenggara Seberang. This study emphasizes the importance of training in OSIS, development cooperation, and achieving common goals. The main inhibiting factors include communication between students and administrators, and support from the school (Sakti et al., 2024)

Research Methods

This study uses a qualitative approach with a descriptive research method (Raco, 2010). This approach was chosen to critically describe social events or incidents in the world of education, especially in the context of managing the Intra-School

Student Organization (OSIS) in order to improve student leadership character at SMPN 11 Kota Sungai Penuh. The qualitative approach allows researchers to gain an in-depth understanding of how student leadership character is formed through active participation in OSIS. This is important to provide a clear and contextual description of the process.

This research was conducted through a field method, where data was collected directly from the research location, namely at SMPN 11 Kota Sungai Penuh, during the period from November 10 to December 10, 2024. Data collection was carried out by direct observation, in-depth interviews with various related parties, such as the principal, Vice Principal for Student Affairs, Guidance Coordinator, OSIS members, and documentation of student organization programs (Sugiyono, 2019). Observation allows researchers to witness firsthand social interactions within the school environment and how the dynamics of student leadership occur within OSIS. In-depth interviews provided researchers with the opportunity to explore further understanding from informants about experiences, views, and practices related to student leadership.

Data analysis in this study was conducted interactively and continuously. The techniques used included data condensation, data presentation, and drawing conclusions (Miles et al., 2014). Data condensation involves selecting, combining, and compressing relevant data, allowing researchers to highlight important information and eliminate irrelevant ones. Data presentation is done through descriptive narratives that tell the results of observations, interviews, and documents obtained. Drawing conclusions is done through interpretation of the data that has been presented, identifying patterns, relationships, and meanings contained in the research findings.

The validity of the data in this study was guaranteed through triangulation techniques (Miles et al., 2014), which

involves the use of various data sources, methods, and analyses to verify the research results. Triangulation is used to check the validity of the data, ensure the credibility, dependability, and confirmability of the research findings. By involving various perspectives and methods, researchers can obtain a more complete and objective picture of student leadership character in the context of OSIS at SMPN 11 Kota Sungai Penuh.

Results and Discussion

Research Results

Strategic Management Planning in Forming Leadership Character in the Program (OSIS) of Smpn 11 Kota Sungai Penuh

The results of the interview with the Principal of SMPN 11 Kota Sungai Penuh provide in-depth insight into strategic management planning in shaping leadership character in the OSIS program at the school. Starting with setting targets, the school targets to create students who have leadership, responsibility, and are able to be role models for their friends. The principal explained that in setting these targets, the main factor that was considered was the school's need to produce students who not only excel in academics but also have good leadership skills in various aspects of life.

The process of formulating the objectives of the OSIS program was carried out by referring to the school's vision and mission. The principal stated that the main objective was to prepare students to become leaders who were able to motivate and lead teams effectively. Through discussions with the coaching team, students, and other teachers, the objectives formulated included the development of students' cognitive, affective, and psychomotor aspects. The principal emphasized the importance of ensuring that the objectives of the OSIS program were not only theoretical, but could also be applied in students' daily lives, so that students could feel the direct impact in shaping good leadership character.

In setting strategies, the school implemented various steps to ensure that the OSIS program was effective in shaping students' leadership character. Leadership

training for OSIS administrators is carried out routinely, both through internal training by teachers and collaboration with external training institutions. In addition, the school provides opportunities for students to lead major activities such as commemorating national holidays, school bazaars, and inter-class competitions. The principal also mentioned the importance of a personal approach in dealing with challenges that arise, such as lack of student participation or difficulties in coordination between divisions. To overcome this, the school conducts weekly evaluations with all OSIS administrators to maintain student enthusiasm and improve existing deficiencies.

Developing sub-plans to coordinate activities is an important step in the strategic management of the OSIS program at SMPN 11 Kota Sungai Penuh. The principal explained that each division in OSIS is given clear responsibilities, with specific work plans according to their respective fields. The organizational division is responsible for administration, the arts division for creative events, and the sports division for physical activities. The coaching team works together with the OSIS core administrators in preparing activity schedules, setting targets, and organizing the necessary resources. Weekly meetings are held to evaluate the progress of each activity and provide solutions to obstacles faced, maintaining synchronization between fields so that all activities can run according to the goals that have been set.

Indicators of success in OSIS program planning include several aspects. The principal explained that the success of the program is measured based on the level of success of the OSIS work program, student participation in OSIS activities, and the development of student leadership skills as seen in individual and group evaluations. The school also conducted a survey to obtain feedback from students, teachers, and parents, to see the impact of the OSIS program on the formation of student leadership character more broadly. With these steps, the school hopes to create

students who are not only academically intelligent but also have superior leadership qualities, ready to face future challenges.

Through this interview, it is clear that the strategic management planning in forming leadership character in the OSIS program at SMPN 11 Kota Sungai Penuh was carefully designed, with a focus on the right targets, clear objectives, effective strategies, and good coordination between activities. This shows the school's commitment to producing quality students, not only in terms of academics but also in developing strong leadership character.

Organizing Strategic Management in Forming Leadership Character in the Program (OSIS) of Smpn 11 Kota Sungai Penuh

Based on an interview with the Principal of SMPN 11 Sungai Penuh City, the organization in strategic management to form leadership character in the OSIS program is carried out by dividing activities into several groups or divisions. Each division, such as organizational, arts, sports, and social, has special responsibilities that are adjusted to the school's vision and mission. This division is carried out through joint deliberation between the OSIS advisor, the OSIS core administrators, and other members, taking into account the interests and abilities of students. This process aims to ensure that each activity can run in a structured manner and provide maximum contribution to student development.

The tasks given to each division are specifically designed to support the objectives of the OSIS program. For example, the organizational division is responsible for activity administration, the social division handles community programs such as social services, and the sports division manages matches or other physical activities. To ensure that tasks can be carried out properly, the OSIS advisor provides clear initial direction and detailed implementation guidelines.

The authority in this organization is divided in a structured manner. The OSIS president is responsible for coordinating all divisions, while the division heads have full

authority to manage their respective division members. The OSIS advisor acts as a supervisor who provides direction and guidance when needed, but students are encouraged to solve problems independently first. This approach helps students learn about responsibility, team management, and decision-making, all of which support the formation of their leadership character.

To ensure the effectiveness and efficiency of work, the school holds regular meetings, both weekly and monthly. In this meeting, each division reports on the progress of tasks, obstacles faced, and future plans. This process also allows for good communication between divisions, so that each activity can run according to plan. In addition, the OSIS advisor provides training to OSIS administrators, especially at the beginning of the school year, to equip them with the skills needed to carry out their duties.

This organization also has challenges, such as ensuring cooperation between students, especially when there are differences of opinion. To overcome this, the school encourages the use of deliberation as the main approach in resolving conflicts. Another challenge is helping students who lack confidence to actively contribute. In this case, the OSIS advisor uses a personal approach to build the students' self-confidence.

Overall, the organization of strategic management in the OSIS program at SMPN 11 Kota Sungai Penuh not only forms the character of student leadership but also teaches other important skills, such as cooperation, responsibility, and empathy. Through clear division of tasks, systematic guidance, and regular evaluation, this program has succeeded in creating students who are not only academically competent but also have a strong leadership.

Implementation of Strategic Management in Forming Leadership Character ungai Penuh

Based on an interview with the Principal of SMPN 11 Kota Sungai Penuh, the implementation of strategic management in the formation of leadership character in

the OSIS program was carried out by following several key steps that were structured and directed. This involved a process of assignment, coordination, motivation, and consistent direction.

(1) Assignment, Instruction, and Command

This process begins with the giving of clear assignments to students by the OSIS manager. The principal explained that assignments were carried out by making mature decisions based on deliberation and considering the abilities and interests of each OSIS member. Communication between managers and students is very important in ensuring that each instruction is understood correctly and implemented according to direction. The principal added that they hold regular meetings to explain assignments and ensure that there is good mutual understanding between management and students. Not only that, inspiration and enthusiasm are given through real examples from the OSIS mentor, which provides inspiration to develop leadership character among students.

(2) Coordination

Coordination in this implementation is carried out by synchronizing all OSIS activities through weekly meetings. Each member of the OSIS division reports the progress and obstacles they face to the mentor. The principal emphasized that through this coordination, each division can work in unison to achieve the goals that have been set. This action ensures that there are no overlapping or neglected activities, and all OSIS members have clear guidelines on what to do. With good coordination, the OSIS program can run systematically and orderly, which is very important for the formation of student leadership character.

(3) Motivation

Motivation is given by providing continuous encouragement and encouragement to students. The principal explained that this motivation is not only in the form of praise, but also

through training and a personal approach that is tailored to the needs of each student. Through training, students learn leadership skills, conflict management, and how to motivate themselves and team members. The personal approach allows the OSIS supervisor to understand the personal challenges faced by students in carrying out their duties, so that they can provide the right support. The principal also added that this motivation helps students to not only focus on the end result but also on the learning process they experience while carrying out OSIS duties.

(4) Direction and Supervision

Direction is given by the OSIS supervisor by providing direct guidance in carrying out tasks. The principal mentioned that they often hold briefing sessions to ensure that students follow established procedures and understand the objectives of each OSIS activity. In addition, supervision is carried out routinely through evaluations and discussions in weekly meetings to identify obstacles and find the best solutions. The OSIS supervisor also provides feedback to students on their performance, helping them to continue to develop and improve existing deficiencies. The principal emphasized that this supervision is an important part of the implementation process, because it ensures that the OSIS program continues to run according to plan and can achieve the desired leadership character formation goals.

Through the implementation of this strategic management, SMPN 11 Kota Sungai Penuh has succeeded in creating an OSIS program that not only educates students to become effective leaders, but also builds strong leadership character and cares for others. All of these steps are carried out by considering every aspect needed in character formation, starting from good communication, tight coordination, proper motivation, to ongoing supervision..

Supervision of Strategic Management in

Forming the Character of the Leadership Program (OSIS) of Smpn 11 Kota Sungai Penuh

Based on interviews with members of the SMPN 11 Kota Sungai Penuh Student Council, supervision in strategic management to form leadership character is carried out through periodic evaluations by the Student Council supervisor. This evaluation is a crucial part of the implementation process because it allows supervisors to assess the extent to which each activity can run according to plan. Through regular reporting, Student Council members provide information on the progress of their tasks, obstacles faced, and how they overcome these problems. The principal explained that this process allows supervisors to identify obstacles that may interfere with the achievement of the objectives of the Student Council program, as well as provide input for necessary improvements. In this way, each problem is not only identified but also addressed proactively, ensuring that students continue to move towards better achievement.

The supervision process does not stop at identifying obstacles, but also encourages innovation and creativity among Student Council members. The principal emphasized that students are given the opportunity to convey new ideas, both in weekly meetings and through separate sessions with the Student Council supervisor. This creates space for students to think outside the box and solve the problems they face collectively. Through discussions, Student Council members can share experiences, propose alternative solutions, and explore new ways to implement the program. The principal added that this approach not only improves students' leadership skills, but also helps them develop critical and analytical thinking skills needed to lead a group.

In the supervision process, the OSIS supervisor plays an important role in identifying opportunities, weaknesses, and threats that arise during the implementation of the program. The principal explained that the supervisor conducts a thorough analysis of all aspects of OSIS activities, from

organizing tasks to implementing the program. Through regular monitoring, the supervisor can observe patterns of problems that arise, as well as provide insight into how the program can be more effective. Identifying opportunities allows OSIS members to see new opportunities to develop their program, while identifying weaknesses provides the feedback needed to make adjustments. Threats found in the implementation of the OSIS program are also taken into consideration, helping the school to prepare for new challenges that may arise. By making necessary adjustments based on the results of supervision, the OSIS program can continue to develop and become more relevant in shaping students' leadership character.

This structured supervision not only serves to ensure that the OSIS program runs according to the goals that have been set, but also to ensure that the students involved receive in-depth learning. The principal added that good supervision allows students to learn from their mistakes, foster the ability to accept feedback positively, and develop a more proactive attitude in facing challenges. With this supervision, the school can ensure that the OSIS program not only creates good leaders but also builds strong leadership character and is able to influence the surrounding environment in a positive way. Through consistent supervision, students at SMPN 11 Kota Sungai Penuh are expected to become individuals who are more confident, dare to take risks, and have high social sensitivity..

Discussion

Strategic Management Planning in Forming Leadership Character in the Program (OSIS) of Smpn 11 Kota Sungai Penuh

In this study, strategic management planning in forming leadership character in the OSIS program at SMPN 11 Sungai Penuh City can be seen as a concrete example of the planning theory explained by (Angga, 2022) and (Wakila, 2021). According to Pratama, planning is the basis for successful management, where strategic planning is carried out to predict future conditions through environmental

observations in order to minimize uncertainty. This process requires careful determination and is based on facts and concrete data so that the needs of the institution are truly met. The planning steps according to Willian Spriegel, as applied in this study, include setting targets, formulating objectives, setting strategies, and developing sub-plans to coordinate activities (Usman, 2014). In this study, these steps not only help in achieving the goal of forming strong leadership character in students, but also ensure that the OSIS program runs systematically and in accordance with the needs of students and the school environment. This approach ensures the success of the planned activities and provides a strong foundation for the formation of the expected leadership character.

Organizing Strategic Management in Forming Leadership Character in the Program (OSIS) of Smpn 11 Kota Sungai Penuh

In this study, the organization of strategic management at SMPN 11 Kota Sungai Penuh to form leadership character in the OSIS program can be seen as an application of the theory of George R. Terry quoted by (Pratama & Ramanda, 2019). According to Terry, organizing is the act of establishing effective behavioral relationships between people, so that they can work together efficiently and gain personal satisfaction in carrying out certain tasks in certain environmental conditions in order to achieve certain goals or objectives. This opinion is in line with the organizational steps taken in this study, where the components of OSIS activities are divided into groups according to certain fields, tasks are clearly defined to achieve organizational goals, and authority between organizational groups is determined by the OSIS supervisor to ensure effective coordination.

This approach ensures that each activity is carried out systematically and in a directed manner, so that the goal of forming student leadership character can be achieved according to the needs and environment of

the school. With proper placement and the necessary tools, students are not only actively involved in every OSIS activity but also learn to manage these tasks independently, in accordance with the authority delegated to them.

Implementation of Strategic Management in Forming Leadership Character in the Program (OSIS) of Smpn 11 Kota Sungai Penuh

In this study, the implementation of strategic management in shaping leadership character in the OSIS program at SMPN 11 Sungai Penuh City reflects the theory of implementation (actuating) as described by (Hamdi, 2020). The actuating function that focuses on the realization of organizational goals is implemented through various key steps. Assignments are carried out through decision-making, communication, and motivation to encourage OSIS administrators to carry out their duties optimally. In terms of coordination, synchronization between individuals and groups is carried out through regular meetings to ensure the continuity of the work program in an integrated manner. Motivation is given with awards and training to increase student enthusiasm in carrying out their responsibilities. Coaching and supervision are carried out directly by providing clear directions and periodic evaluations to measure program achievement. This approach is in line with the stages of organizational supervision according to , which include setting standards, measuring implementation, comparing with standards, to evaluation and correction. With structured implementation, the goal of shaping student leadership character can be achieved effectively in accordance with organizational values and school policies.

Supervision of Strategic Management in Forming the Character of the Leadership Program (OSIS) of Smpn 11 Kota Sungai Penuh

The results of interviews with OSIS members regarding strategic management supervision in shaping leadership character

show consistency with expert opinions. As explained by , supervision is an important step to assess the extent to which goals have been achieved and to make corrections if necessary to stay on the right track. At SMPN 11 Kota Sungai Penuh, supervision is carried out through periodic evaluations by the OSIS supervisor, which helps ensure that strategies are implemented efficiently and effectively (Putri, 2020). This evaluation also opens up space for innovation and creativity, in accordance with the purpose of supervision to adjust strategies to actual conditions. In addition, the supervision process in OSIS includes a review of opportunities, weaknesses, strengths, and threats, which is in line with the concept of supervision as a performance evaluation for further development. Thus, supervision carried out in OSIS not only ensures the success of the program but also contributes to the development of student leadership character in a sustainable manner.

Conclusion

Based on the results of the research and Based on the findings and discussion of the research on strategic management in shaping leadership character in the OSIS program of SMPN 11 Sungai Penuh City, the following conclusions can be drawn: (1) Strategic Planning (Planning): The strategic planning process at SMPN 11 Sungai Penuh City plays an important role in shaping student leadership character. Structured planning steps, such as setting targets, formulating objectives, determining strategies, and developing sub-plans for coordinating activities, have helped ensure that the OSIS program runs according to the needs of students and the school environment. This approach not only facilitates the achievement of clear goals but also ensures that OSIS activities have a strong foundation in shaping strong leadership among students. (2) Strategic Organizing (Organizing): The organizing carried out at OSIS SMPN 11 Sungai Penuh City shows a close relationship between George R. Terry's organizing theory and practice in the field. Grouping OSIS activity

components into relevant groups, assigning clear tasks, and dividing authority between organizational units, ensures that OSIS activities are carried out systematically and in a focused manner. This allows students to not only be actively involved in every OSIS activity but also learn to manage their tasks independently, in accordance with the authority given. (3) Strategic Implementation (Actuating): The implementation of strategic management in OSIS SMPN 11 Kota Sungai Penuh reflects the theory of actuating which is applied through steps such as assignments, communication, motivation, and supervision. Providing regular instructions and motivation, as well as organizing coordination meetings, helps ensure the smooth running of the OSIS program. By providing rewards and training, OSIS can motivate students to act according to their duties, as well as conducting regular supervision to measure program achievement. This approach allows the OSIS program to achieve its goals effectively in accordance with organizational values and school policies. (4) Strategic Supervision (Supervision): Supervision in OSIS SMPN 11 Kota Sungai Penuh has shown consistency with expert views in ensuring that the OSIS program runs efficiently and effectively. Through periodic evaluations, OSIS supervisors can assess the extent to which goals have been achieved and make corrections if necessary. This supervision process also facilitates the adjustment of strategies to actual conditions, allowing innovation and creativity in OSIS activities. Thus, supervision not only serves to ensure the success of the program, but also contributes to the continuous development of students' leadership character.

Bibliographi

- Angga, P. (2022). *Manajemen Sumber Daya Manusia (Untuk Pemerintahan dari Teori ke Praktik)*. Penerbit Widina.
- Bismillah, K. (2023). *Manajemen Program Organisasi Siswa Intrasekolah (Osis) Dalam Meningkatkan Sikap*

- Kepemimpinan Siswa Di SMK Negeri 8 Jakarta*. Institut PTIQ Jakarta.
- Ghufron, G. (2020). TEORI-TEORI KEPEMIMPINAN: Leadership Theories. *Fenomena*, 19(1), 73–79.
- Hamdi, H. (2020). Penerapan Fungsi Manajemen Pada Kantor Kelurahan Rantau Kiwa Kecamatan Tapin Utara Kabupaten Tapin. *Jurnal Ilmiah Ekonomi Bisnis*, 6(2), 155–163. <https://doi.org/10.35972/jieb.v6i2.332>
- Hanif, R. R., & Kasim, S. (2024). *Mutu Lulusan Di Sekolah Menengah Kejuruan Negeri 7 Pekanbaru*.
- Hutahaean, W. S., & SE, M. T. (2021). *Filsafat dan Teori Kepemimpinan*. Ahlimedia Book.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook*. 3rd. Thousand Oaks, CA: Sage.
- Mujahidin, M., & Malusu, M. R. (2024). Membangun Karakter Kepemimpinan Melalui Organisasi Siswa Intra Sekolah (OSIS). *At Tadbir: Islamic Education Management Journal*, 2(1), 27–35.
- Prasinta, D. J., Jarkawi, & Kase, E. B. . (2023). *Strategis Kepemimpinan*. www.sulur.co.id
- Pratama, Y., & Ramanda. (2019). Fungsi-Fungsi Manajemen “P-O-A-C.” *Academia*, 22. https://www.academia.edu/42703431/Fungsi_Fungsi_Manajemen_P_O_A_C_
- Putri, S. A. (2020). Tujuan Manajemen. *Dalam Https://Www. Kompas. Com/Skola/Read/2020/02/28/09000016*
- 9/Tujuan Manajemen.
- Raco, J. R. (2010). METODE PENELITIAN KUALITATIF: JENIS, KARAKTERISTIK, DAN KEUNGGULANNYA. *PT Grasindo*, 146.
- Sakti, B., Armando, Wingkolatin, & Marwiah. (2024). Analisis Peran Organisasi Siswa Intra Sekolah (OSIS) Sebagai Pembentuk Karakter Kepemimpinan Siswa di SMA Negeri 2 Tenggara Seberang. *Jurnal Ilmu Pendidikan Dan Psikologi*, 1(3), 317–330. <https://journal.pipuswina.com/index.php/jippi/about>
- Sugiyono. (2019). *Metode Penelitian Pendidikan: Pendekatan Kualitatif, Kuantitatif dan R&D*.
- Sunardi, & Munfarida, I. (2024). *At Tadbir: Islamic Education Management Journal*. 2(1).
- Usman, E. (2014). *BUKU ASAS MANAJEMEN*. PT RajaGrafindo Persada.
- Wakila, Y. F. (2021). Konsep dan fungsi manajemen pendidikan. *Equivalent: Jurnal Ilmiah Sosial Teknik*, 3(1), 43–56.
- Ya’cub, M., & Robiati, W. A. (2023). Nilai-Nilai Pendidikan Karakter Pada Ajaran Mahabah Perspektif Robi’ah Al-Adawiyah. *Urwatul Wutsqo: Jurnal Studi Kependidikan Dan Keislaman*, 12(2), 447–459. <https://doi.org/10.54437/urwatulwutsqo.v12i2.1294>