

## LEADERSHIP TRAINING AT MTS AMANATUL UMMAH PACET MOJOKERTO

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### *Abstract*

This article provides an overview of the potentialThe development of student leadership skills at MTS Amanatul Ummah is significant, as seen from its goals and objectives, students become great scholars who will illuminate Indonesia, great leaders who will realize prosperity and uphold justice for the Indonesian nation. This institution's goals are a crucial point in the educational process for its students, who are also students studying religious education at Islamic boarding schools. As students and santri living in the Islamic boarding school environment, we certainly require specialized leadership training. This is why the author and team conducted leadership training for students at MTS Amanatul Ummah Pacet Mojokerto, whose daily lives are filled with 24-hour Islamic boarding school activities. Therefore, this leadership training can provide a way for students to maximize their potential for developing leadership skills. Empowerment refers to the potential of students' abilities. Based on the results of community service at MTS Amantul Ummah Pacet Mojokerto with the Asset Based Community Development (ABCD) approach, the results of the service 1) Implemented leadership training for students at MTS Amantul Ummah Pacet Mojokerto leadership principles include as a model of way, leaders must exemplify the way, be a model for their members about what is right and wrong to do. Furthermore, leaders as inspire a shred vision, leaders must inspire a shared vision for their members. As well as leaders as challenge the process, leaders must challenge the process. Leaders as enabling others to act, leaders must give others the opportunity to play a role. And leaders as encouraging the heart, leaders work with a heart that is able to understand the character of their members. 2) provide leadership practice training where students are faced with cases that lead them to differences of opinion that train their interpersonal relationships. Here students are required to be able to maintain good relationships within groups and between groups. This is to bring out an attitude of tolerance, empathy, and respect for others. In this case study, students are required to be problem solvers who are able to solve problems wisely, problems that arise can be solved by finding the root of the problem. Once the root cause is identified, evaluation and action can be taken to resolve the issue. Students faced with a case study can consider its relevance and choose the best option when deciding on organizational policy.

## INTRODUCTION

A social group is a collection of individuals with a common goal. A collective formed through mutual consensus ultimately requires a leader. A leader's function is to provide command, direction, motivation, and influence group members to work together to achieve collective goals. Dividing tasks and determining the direction of a social group requires the command of a leader with sufficient intelligence. Furthermore, a leader must be a motivator who inspires and mobilizes its members. Leaders must also be able to resolve collective problems within the social group. Therefore, leadership skills are crucial to instill in the next generation to ensure the sustainability of the social group in achieving its shared goals.

John C. Maxwell, in his work "The 5 Levels of Leadership," a book by Ariefah et al. (2022), explains that leadership is not an attribute that emerges instantly, but rather the result of a gradual, evolving process. According to Maxwell, true leadership is not solely based on position or formal status, but rather is determined by the extent of the positive influence a leader has on others. He classifies leadership into five levels: position, permission, productivity, development of others, and pinnacle. At the position stage, a person is recognized as a leader simply because of their position. Meanwhile, at the permission stage, personal relationships and mutual trust begin to form. The third stage, productivity, demonstrates how leaders deliver tangible results and inspire teams. At the fourth level, leaders act as developers, shaping new leaders through guidance and empowerment. The highest level, pinnacle, describes a leader who is respected not only for their achievements but also for their character, capable of creating a long-term, impactful leadership legacy. (Son, 2025).

Leadership, from ancient times to the present, has always found relevance in every context of life. In its most traditional sense, leading is more closely associated with directing and is often based on authority. In today's modern era, becoming a leader is no longer a given process, but rather an endeavor that develops character and abilities that anyone can undertake (Ramaditya et al., 2020). (Piliang, 2023). Leadership is not innate or biological. It is sociocultural and can be developed in each individual. The process of socialization, passing on leadership values, is crucial for the next generation, as is the case in schools. As a social institution, schools are an effective platform for developing leadership character.

Leadership must be honed from an early age, especially among schoolchildren, as school is where knowledge, psychology, and physical abilities begin to grow and develop. While some leaders are born natural leaders, others are trained to become leaders (Rusliyawati et al.

2022).(Medho, 2023).Schools, which manifest the transmission of values and norms, play a crucial role in shaping students' personalities, one of which is the foundation of leadership. Leadership training in schools will shape students' character and personalities to be strong, imbued with integrity, and responsible. Leadership also fosters both personal and interpersonal communication skills. These leadership skills will be effectively passed down through the school.

One of the schools that requires leadership training is the Superior Islamic Junior High School (MTS) Amanatul Ummah Pacet Mojokerto. The Superior Islamic Junior High School PP. Amanatul Ummah Pacet has a 2-Year Credit Program Service and a 3-Year Credit Program Service is one of the Superior institutions under the auspices of the modern-based Amanatul Ummah Islamic boarding school. This institution carries out competitive processing and systems full of honesty and self-confidence in the form of dauroh / remedial, TKA try outs and thorough discussions. This institution has the goal and purpose of making students become great scholars who illuminate Indonesia, great leaders who will realize the welfare and uphold justice of the Indonesian nation. The purpose of this institution is an important point in the educational process for its students who are also students who are studying religion at the Islamic boarding school.

Seeing the potential for leadership development at the Amanatul Ummah Islamic Junior High School (MTS Unggulan Amanatul Ummah) is the author's basic idea for community service, providing training and mentoring in basic leadership skills for its students. This school is highly committed to developing leadership skills in its students. In addition to academics, leadership skills are instilled through school organizations. Organizations such as the Intra-School Student Organization and the Scouts are actively promoted. In addition to academics, leadership skills are instilled through school organizations, extracurricular activities, and students' daily lives.

Many empowerment processes have been carried out with leadership training such as the First by Yohana Fransiska Medho and friends entitled "Basic Leadership Training for OSIS Administrators at SMAN 1 Mauponggo, Nagekeo Regency" the result of this training is a basic leadership training for the Intra-School Student Organization (OSIS) administrators at SMAN 1 Mauponggo aims to develop leadership skills in students who are responsible for leading organizations in their schools. This is to help them learn concepts, effective practices in the context of OSIS leadership. The methods used in this training are situation analysis, preparation, implementation, and evaluation. During the training, participants engage in various activities and exercises that involve understanding the concepts of leadership, effective communication,

and organizational strategies. They learn how to communicate well with their peers, organize activities at school, motivate other students to participate, and make the right decisions and the importance of leadership ethics, such as integrity, responsibility, and a positive attitude. so that they can be good examples for other students and build a positive image of OSIS in the school. At the end of the training, participants will be given the opportunity to apply their new leadership skills through the OSIS work program(Medho, 2023)Second, Sandy Kurniawan and his colleagues, entitled "Digital Leadership Training for Youth in the Era of Technological Transformation," the results of this training showed an increase in the overall capacity of participants, especially in understanding technology-based leadership to strengthen communication, collaboration, and innovation. Participants also experienced increased digital communication skills, critical thinking, rational decision-making, and adaptive attitudes towards technological developments. Growing self-confidence and collaborative networks also support their role as agents of change. Overall, this training prepares a younger generation that is more prepared, creative, and responsible in the digital era.(Kurniawan, 2026).

Third, Deddy Yusuf Yudhyarta and friends entitled "Improving Student Leadership Skills Through Basic Leadership Training at State Senior High School 2 Tembilahan" the results of this training are showed that basic leadership training successfully improved students' skills in communication, teamwork, decision-making, and self-confidence. This training also had a positive impact on students' attitudes and behaviors in the context of school leadership. Based on these findings, leadership training in schools should be considered as a routine program to develop students' leadership skills.(Yudhyarta, 2024). fourth, Ari Amir Alkodri and friends entitled "Basic Leadership Training to Form a Responsive and Innovative Field Work Leadership Spirit for Prakerin Students" The results of this training aim to provide learning related to leadership to students so that when running an organization at school or an organization outside of school, students already understand how to be a leader (leadership) and students also understand how to be a responsive and innovative leader.(Alkodri, 2024).

Some of the training results above were conducted in the general context of students commuting to and from school. Therefore, character building through training takes place at school, where students interact with the community after school. General leadership training is conducted by shaping students' character through various methods. Compared with previous leadership training, this training takes an unprecedented approach: students are engaged in the learning and living process within the Islamic boarding school environment. Furthermore, the emphasis is on the goal and purpose of students becoming great scholars who illuminate

Indonesia, great leaders who will realize the welfare and uphold justice of the Indonesian nation. The goal of this institution is a crucial point in the educational process for its students, who are also students studying religious education at Islamic boarding schools. However, achieving this goal requires ongoing training and is carried out continuously in line with current developments. As students and students living within the Islamic boarding school ecology, special leadership training is certainly needed. This is why the author and team conducted leadership training for students at MTS Amanatul Ummah Pacet Mojokerto, specifically for students whose daily lives are filled with 24-hour Islamic boarding school activities. For this reason, this leadership training can be a way for students to maximize their potential for character development and creativity through providing training.

## **METHOD**

This community service program uses the Asset-Based Community-Driven Development (ABCD) method. This method requires a detailed understanding. Here are the tools for finding and mobilizing assets.(LPPM UAC, 2024)A community-oriented development method based on community strengths and assets. The definition of ABCD is derived from the principles of ABCD's founders, John McKnight and Jody Kretzman.(Sugiyono, 2017)In principle, ABCD is an approach that empowers communities by assessing their assets and strengths. Therefore, ABCD is not an approach that looks at problems from a problem-based perspective, but rather one that begins with something within the community as a positive asset.(Haris, 2022)Community assets will become empowering assets that can be developed into asset management. However, to achieve further, ABCD has seven tolls that must be met to conduct research on a supported community. These include appreciative inquiry, mapping with the community, regional exploration (transect), mapping assets through exploration (mapping through transect), financial circulation analysis (leaky bucket), priority scale analysis (low-hanging fruit) consisting of Venn diagrams and flowcharts, and asset pyramids.(Rijali, 2019)

The data and information types consist of primary and secondary data and information. Primary data and information collection was conducted through direct observation at the Unggulan Amanatul Ummah Islamic Junior High School in Pacet District, Mojokerto Regency. After going through the ABCD method flow and it was known that the priority scale obtained by the author was communicative leadership training for students at MTS Unggulan Amanatul Ummah Pacet Mojokerto, in this case the author had discussed it with the organizational advisor and students who were active in the OSIS during the Focus Group Discussion (FGD). In

accordance with the procedure, the author coordinated a lot with related parties, especially with the principal, teachers, organizational advisors, and students of MTS Unggulan Amanatul Ummah Pacet Mojokerto. Through the FGD, we received several suggestions from the school and students to be able to develop the potential of existing resources. Some suggestions what the author received was to improve students' leadership skills by developing Leadership potential in students at MTS Amanatul Ummah Pacet Mojokerto, whose daily lives are filled with 24-hour Islamic boarding school activities. Therefore, this leadership training can provide a way for students to maximize their potential for character development and creativity through training held on April 25-26, 2026.

## **RESULTS AND DISCUSSION**

After going through the ABCD method, it was discovered that the priority scale obtained by the author was optimizing student journalism through the development of podcasts with the potential for student creativity, public speaking, and literacy. In this case, the author discussed with school administrators, organizational mentors, and students active in student organizations during the Focus Group Discussion (FGD). In accordance with the procedure, the author coordinated extensively with related parties, especially with the principal, teachers, organizational mentors, and students actively involved in organizations at MTS Amanatul Ummah Pacet Mojokerto. Through the FGD, we received several suggestions from the principal, teachers, organizational mentors, and students to be able to develop the potential of existing resources. Some suggestions what the author received was to improve the suggestions. The purpose of the training was to enhance the development of leadership potential in students at MTS Amanatul Ummah Pacet Mojokerto, especially those whose daily lives are filled with 24-hour Islamic boarding school activities. Therefore, this leadership training can be a way for students to maximize their potential for character development and creativity through the training, which was held on April 25-26, 2026.

Before the implementation of the leadership training, the author conducted a Focus Group Discussion (FGD) with the academic community of MTS Amanatul Ummah Pacet Mojokerto, especially the organizational mentors and students at MTS Amanatul Ummah Pacet Mojokerto, at the planning stage the author had provided options to the organizational mentors and students regarding the training we wanted to implement, the FGD aimed to ensure that our training program was supported by students and accepted by the academic community of MTS Amanatul Ummah Pacet Mojokerto. The location of the FGD was in the meeting room of the

Abdullah Hall building, 3rd floor, MTS Amanatul Ummah Pacet Mojokerto. In the process of explaining the podcast training, the academic community of MTS Amanatul Ummah Pacet Mojokerto received and provided suggestions to the author regarding the implementation, as well as the readiness of students to participate in the training. The training took the theme "Noble, Creative, and Collaborative Leadership in Cultural Diversity".

In organizing the leadership training, the author planned the program, location, and equipment. In organizing the training, the author divided the tasks into several divisions, including conditioning participants, distributing invitations, posting brochures, and preparing the venue. The author has arranged for the implementation of the leadership training, with the first day being an explanation of the material on Noble, Creative, and Collaborative Leadership in Cultural Diversity. To ensure its successful implementation after the training, the author plans to provide further mentoring through a WhatsApp group with instructors and students.

The training was held for 2 days, namely on Saturday and Sunday, July 25-26, 2026, with the title "Noble, Creative, and Collaborative Leadership in Cultural Diversity", the venue was in the Main Building Hall, 3rd Floor, MTS Amanatul Ummah Pacet Mojokerto. The training took place from 09.00 - finished. The event was formal in nature attended by the Principal, Vice Principal, Organizational Advisor, and students who were active in the MTS Amanatul Ummah Pacet Mojokerto organization. The number of students who attended the training was 320 participants, and 5 teachers. The author was assisted by colleagues namely Muhammad Chabibi, a lecturer in Political Communication, Islamic Communication and Broadcasting Study Program, KH. Abdul Chalim University, Mojokerto (UAC) and Ika Silviana, a lecturer in Sociology of Religion, Syekh Wasil State Islamic University, Kediri (UIN Syekh Wasil Kediri). The first material presented was the need for leadership in an organization. Leadership that provides direction, vision, mission, and motivation to achieve shared goals in a structured, effective, and efficient manner. It encompasses strategies for solving problems, developing team potential, and maintaining social order to prevent chaos. It also encompasses strategies for creating progress and prosperity for the common good. strategy leadership Which related with character a leader Which give providing direction and motivation to its members, providing encouragement and solutions, focusing on the process and achieving a vision that relies on influence, not power and position. Leaders who are open to new ideas, who carry out a cadre development process that will eventually produce new leaders by appreciating the achievements and performance of their members.



**Figure 1.**  
**Providing leadership material on the first day, with active student participation**

On the first day, the speaker explained the material on introduction, management, and leadership functions. In his presentation, the speaker explained the preparation of leadership functions related to the function of leaders in their duties and functions, as well as leaders in terms of social relations. Leaders as determinants The direction of an organization determines the direction of organizational policies through a shared vision, mission, and goals. Leaders act as communicators, capable of conveying the vision and mission, providing structured direction, conveying ideas, building trust among members, and being good listeners. Leaders act as mediators, neutrally mediating conflicts and differences within the organization. Leaders act as executors, not only providing ideas but also taking concrete action to ensure the organization's programs are effectively implemented.

The speaker then presented material on leadership principles, including: as a model of the way, a leader must exemplify the way, becoming a model for his members of what is right and wrong to do. Furthermore, leaders as inspire a shared vision, leaders must inspire a shared vision for their members. As well as leaders as challenge the process, leaders must challenge the process. Leaders as enabling others to act, leaders must give others the opportunity to play a role. And leaders as encouraging the heart, leaders work with a heart that is able to understand the character of their members.

In addition, the speaker also conveyed the characteristics of a leader with noble morals according to Islam, such as a shidiq leader, namely a leader must have high integrity where words

and actions must be in line, so as to be an example for his members. A leader must be trustworthy, which must inspire trust from his members. Then, a leader who tabligh, namely a leader who has an open, transparent attitude conveying the truth. A fathanah leader is fair, wise, compassionate, responsible, integrity, humble. This was followed by material on creative leadership, focused on innovation, problem solving, like challenges, solution-oriented, out-of-the-box. As well as collaborative, adaptive, communicative, inclusive, democratic leadership.

The final topic covered leadership in diversity, embracing leadership styles that embrace all groups, leaders who are adaptive, culturally sensitive, able to communicate effectively across cultural differences, and able to recognize the unique potential of each member to achieve common goals. This leadership in diversity provides an understanding of social diversity as a natural part of social life.



**Figure 2.**  
**Implementation of Leadership Training**

The second day of leadership training gave students the confidence to become leaders. Therefore, the second day of training was filled with leadership training practices through live simulations. The practice began by dividing students into groups. The leadership training included not only material but also interactive practices that directly involved students. The leadership practices were designed by the team, dividing students into groups and creating case studies and simulations on leadership. This was done as an application of the material presented on the first day, tailored to the theme of noble, creative, and collaborative leadership in cultural diversity.

The first practice, which utilizes communication skills, hones students' courage to become leaders capable of communicating ideas and fostering self-confidence. Here, students are faced with a simulated organizational problem within their groups. They are asked to convey their

ideas and suggestions. They are then asked to develop the organization's vision and mission within their groups. In developing this vision and mission, students must be able to collaborate, discuss, negotiate, and reconcile differing opinions. Through this simulation, students are trained to become communicative leaders.



**Figure 3.**  
**Application of communication skills and courage to express ideas and thoughts in public**

Next, students are confronted with a case that leads to differences of opinion, which trains their interpersonal relationships. Here, students are challenged to maintain good relationships within and between groups. This fosters tolerance, empathy, and respect for others. In this case study, students are challenged to become problem solvers, capable of solving problems wisely. Problems that arise can be resolved by identifying the root cause. Once the root cause is identified, evaluation and action can be taken to resolve the problem. Students faced with the case can consider relevance and choose the best option when deciding on organizational policy.

The practice session then continues with intergroup games. Facing intergroup games, students must be able to compete fairly. Students are trained to become leaders capable of guiding, developing, supporting, and inspiring group members to achieve organizational goals. Students will also be asked to develop strategic plans to achieve these goals. Students are trained to be sportsmen by competing fairly.

This leadership training practice was conducted using the Survival Scenario game, held in a pine forest near MTS Amanatul Ummah, in the Klurak forest in Kembang Belor Village, Pacet, Mojokerto. In this game, the formed groups were stranded in a remote location. The leader had to lead a discussion to select the five most important items to bring and defend their choice in front of the other groups. This game was a simulation in which each group had to make critical decisions to survive a critical situation. In this game, groups were given a list of supplies and had to reach a consensus on what was most important for survival. Assessment was based on logic and cooperation, not absolute right or wrong answers.

The Survival Scenario game trains students' critical thinking skills in groups to solve problems and make quick decisions when facing a crisis. The Survival Scenario game trains decision-making under pressure, improves resource management, and hones teamwork skills. This game also teaches mental resilience and provides practical simulations for dealing with emergency crises. From this game, students are able to develop strategies, manage groups, and collaborate with groups. Through this leadership practice, students are directed to fulfill the principles of leadership as a model of the way, leaders must exemplify the method, being a model for their members of what is right and wrong to do. Furthermore, leaders as inspire a shared vision, leaders must inspire a shared vision for their members. And leaders as challenge the process, leaders must challenge the process. Leaders as enabling others to act, leaders must give others the opportunity to play a role. And leaders as encouraging the heart, leaders work with a heart that is able to understand the character of their members.



**Figure 6.**

**Leadership practice on the second day by forming groups in the Survival Scenario game**

This leadership practice involving students at MTS Amanatul Ummah Pacet Mojokerto aims to hone their leadership skills in organizations. As students and santri living in a pesantren environment, leadership training is essential, particularly in fostering student independence. The training process ran smoothly and was enthusiastically attended by students accompanied by their supervising teachers. The significant leadership potential of students at MTS Amanatul Ummah can continue to be developed. The results of this training practice demonstrate that students are able to practice basic collaborative, adaptive, communicative, inclusive, and democratic leadership skills. This is expected to shape noble, creative, and collaborative leadership within cultural diversity.

The implementation of this training demonstrated the benefits felt by the partner, in this case the MTS Amanatul Ummah Mojokerto school. For example, it demonstrated students' ability to practice basic collaborative, adaptive, communicative, inclusive, and democratic leadership skills. This is expected to shape noble, creative, and collaborative leadership in a diverse cultural environment. The author and his team are committed to continuing to communicate with MTS Amanatul Ummah and providing ongoing mentoring to students in leadership development at MTS Amanatul Ummah Pacet Mojokerto.

## CONCLUSION

The conclusion from the results of community service activities provides the conclusion that:

- (1) *Batik Starfruit, Malang City*. This program demonstrates that it has successfully enhanced the capacity of MSMEs to understand global branding strategies. Through training and mentoring, MSMEs are able to develop skills in digital marketing, cultural storytelling, and the use of international e-commerce platforms. This provides a strong foundation for MSMEs to be better prepared to compete in the global market with a more professional and adaptive product image.
- (2) Furthermore, this activity expands the Blimbing Batik MSME's business network with strategic partners, both locally and internationally. Support from local governments, academics, and Indonesian diaspora communities abroad opens up opportunities for broader collaboration. These relationships not only strengthen export market access but also position Blimbing batik as a superior cultural product that can become a symbol of Malang's identity on the international stage.

- (3) This community service initiative has had a tangible impact in the form of a sustainable international branding ecosystem. Batik Blimbing MSMEs now have strategies, networks, and digital tools that support business sustainability while strengthening their position in Indonesia's cultural diplomacy and creative economy. This implementation model can be replicated for other MSMEs, so that its contribution is not limited to one community but also supports the broader development of the MSME sector at the national level.

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