

Organizations Building Resilient Students: HIMA UIN Jambi Capacity Building Reflection Program

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Abstract

Student organizations are integral to the campus political ecosystem, playing a crucial role in planning, decision-making, and allocating roles and interests within the academic environment. However, weak institutional capacity often leaves student organizations trapped in ceremonial activities without a sustainable development direction. This article reflects on the implementation of a capacity-building program for the Student Association (HIMA) of the Faculty of Sharia at the Sultan Thaha Saifuddin State Islamic University of Jambi, as an effort to strengthen the political planning for student organization development. The service program was implemented through a participatory approach, using lecture-discussion methods, focus group discussions (FGDs), simulations, and discovery learning, to enhance HIMA administrators' ability to formulate organizational visions, develop strategic plans, and collectively and accountably manage work programs. The reflection results indicate that capacity building plays a crucial role in fostering organizational political awareness, particularly in understanding the relationships among leadership, decision-making, and program sustainability. This capacity-building encourages student organizations to be more responsive to internal campus issues and more adaptive to broader social dynamics. This article emphasizes that capacity building is a political instrument for student organization development, thereby strengthening HIMA's position as an actor in planning, implementing, and controlling campus-level policies.

Keywords

Capacity; HIMA; Organisational Development; Political Planning; Student Organisations



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1. INTRODUCTION

Student organizations are an integral part of campus governance, serving as spaces for leadership development, articulation of interests, and political participation for the younger generation. Within the framework of national education, student organizations hold a strategic position as vehicles for developing students' potential and ensuring their holistic development, including intellectual, personal, and social responsibility, in line with national education goals. Therefore, student organizations cannot be understood solely as implementing student activities, but rather as planning actors that contribute to the formation of organizational culture, decision-making processes, and the sustainability of academic and social programs within the university environment.

However, in practice, many student organizations still face weak institutional capacity, particularly in strategic planning and sustainable organizational management. Hailey, James, and Wrigley (2005a) emphasized that organizations lacking adequate capacity tend to struggle to maintain program effectiveness, efficiency, and sustainability. This condition makes it easy for organizations to become trapped in short-term, ceremonial activities with minimal substantive impact on the development of their members or their environment.

In this context, capacity building is a key concept in organizational development. Capacity building is not only about improving individual technical skills but also a continuous learning process that holistically strengthens individuals, groups, and organizational systems. This process is closely related to the organization's ability to formulate a vision, develop plans, and manage human resources effectively (Suryani et al., 2019). Thus, student organizational capacity building also touches on the political dimension of planning, namely, how strategic decisions are formulated collectively and oriented toward long-term goals (Oro, 1977).

Furthermore, Ylimaki and Jacobson (2015) demonstrated that the quality of leadership and organizational learning significantly influences organizational capacity. Organizations that foster a culture of learning and participatory leadership tend to be more adaptable to environmental changes. In student organizations, the relatively short tenure of leadership requires thorough planning for organizational development to ensure program continuity and cadre development. Without institutional capacity-based planning, student organizations risk losing their role as spaces for political and leadership learning for the younger generation (Wuryan & Syaifullah, 2008).

Participation is also a crucial element in student organization development. Collective participation in program planning and implementation not only enhances members' sense of ownership of the organization but also strengthens the organization's legitimacy and accountability. In this context, student organizations can be understood as micro-political arenas on campus where the negotiation of interests, the allocation of roles, and the formation of collective awareness as agents of social change occur. Furthermore, strengthening student organizations also contributes to the development of student character. Character education takes place not only in the classroom but also through organizational experiences that shape the values of leadership, discipline, responsibility, and cooperation (Triana, 2022). Therefore, building the capacity of student organizations has direct implications for the quality of human resources within the university environment.

Based on this framework, this article reflects on the implementation of a capacity-building program for the Student Association (HIMA) of the Faculty of Sharia, Sultan Thaha Saifuddin State Islamic University, Jambi. This program is positioned as an effort to strengthen student organization development planning through a participatory approach that emphasizes formulation, strategic planning, and collective and accountable organizational management. This reflection is expected to make conceptual and practical contributions to strengthening student organizations as strategic actors in campus governance and in the development of a sustainable academic life.

In many higher education institutions, student organizations also serve as laboratories of democratic practice, where students learn to negotiate interests, deliberate collectively, and make strategic decisions. Through these experiences, students are not only exposed to technical aspects of organizational management but also to the normative values that shape democratic governance, such as transparency, accountability, and inclusiveness. As a result, student organizations contribute to the development of civic competencies essential to the formation of responsible citizens in a democratic society. In this regard, strengthening student organizations should be understood not only as an internal organizational matter but also as part of a broader educational mission that links academic learning with practical experiences in leadership and participation.

Within the campus environment, student organizations often serve as a mediating role between the university's institutional structures and the student body's aspirations. They become platforms through which students articulate their concerns, propose programs, and help shape the campus community's social and intellectual

climate. This mediating function positions student organizations strategically within the governance ecosystem of higher education institutions. However, the effectiveness of this role largely depends on the student organization's organizational capacity. Organizations with limited managerial and strategic capacity often struggle to translate student aspirations into structured programs or sustainable initiatives.

The dynamic nature of student leadership cycles further intensifies the challenges faced by student organizations. Leadership within student organizations typically changes every year, creating a structural condition in which organizational memory and institutional knowledge can easily be lost. Without adequate documentation systems, strategic planning mechanisms, and structured cadre development, newly elected leaders frequently start their term without a clear understanding of the organizational trajectory established by their predecessors. Consequently, many organizations experience recurring cycles of program repetition without significant innovation or long-term impact.

This condition indicates that organizational sustainability cannot rely solely on the enthusiasm or personal leadership style of individual student leaders. Instead, it requires institutional mechanisms that ensure continuity and collective learning within the organization. Capacity building initiatives, therefore, become crucial instruments for strengthening the institutional foundations of student organizations. By enhancing leadership competencies, improving planning mechanisms, and fostering collaborative work cultures, capacity-building programs help organizations develop systems that can sustain their activities beyond individual leadership periods.

Another important dimension of student organizational development concerns integrating reflective learning processes into organizational activities. Reflection enables members of the organization to evaluate their practices critically, identify existing challenges, and formulate strategies for improvement. In the context of community engagement and service programs, reflective learning becomes an essential element because it encourages participants to connect theoretical knowledge with practical experiences. Through reflection, organizational actors can better understand the implications of their decisions and develop more adaptive approaches to organizational management.

The importance of reflective practice is particularly relevant in the context of capacity-building programs designed for student organizations. Rather than focusing solely on knowledge transfer or technical training, effective capacity-building initiatives emphasize participatory learning processes in which participants actively engage in discussions, problem-solving exercises, and collaborative planning. Such

approaches allow participants to internalize organizational principles more deeply and apply them in their daily organizational practices.

Moreover, strengthening student organizations also contributes to the broader institutional development agenda within universities. Universities increasingly recognize that the quality of campus life is influenced not only by academic performance but also by the vitality of student-led initiatives. Student organizations enrich the campus environment by organizing academic discussions, social programs, community service activities, and cultural events that foster intellectual engagement and social interaction among students. Therefore, strengthening the capacity of student organizations can have multiplier effects on the overall development of the university community.

In the Indonesian higher education context, student organizations have historically been associated with broader social and political movements. Student activism has played a significant role in shaping democratic discourse and social change in the country. Although contemporary student organizations may operate within different institutional contexts, they still retain the potential to function as spaces where critical thinking, leadership skills, and social responsibility are cultivated. For this reason, strengthening student organizational capacity is closely linked to the broader objective of preparing students to become active contributors to society.

Considering these dynamics, efforts to develop student organizational capacity require approaches that combine theoretical understanding with practical engagement. Training activities, mentoring sessions, and participatory discussions can help student leaders develop the competencies necessary to manage their organizations effectively. However, such initiatives must also encourage collective reflection on the role of student organizations within the campus governance structure and their potential contribution to the development of academic communities.

The capacity-building program implemented for the Student Association (HIMA) of the Faculty of Sharia at Sultan Thaha Saifuddin State Islamic University of Jambi was designed with these considerations in mind. The program sought to strengthen organizational capacity through participatory learning processes that encourage student leaders to critically examine their organizational practices, formulate strategic visions, and develop more structured program planning mechanisms. By emphasizing collective learning and participatory governance, the program aimed to foster a more sustainable and accountable organizational culture within HIMA.

Through this reflective analysis, the article aims to contribute to the growing discussion on the role of capacity building in strengthening student organizations within higher education institutions. By examining the program's experiences and outcomes, the study provides insights into how participatory capacity-building initiatives can enhance organizational resilience, strengthen leadership competencies, and promote more effective planning practices among student organizations.

2. METHODS

This community service activity was conducted at the Faculty of Sharia, Sultan Thaha Saifuddin State Islamic University of Jambi. The primary participants in this program were administrators of the Student Association (*Himpunan Mahasiswa/HIMA*) of the Faculty of Sharia, who hold key roles in managing student organizational activities at the faculty level. Student organizations such as HIMA play an important role in facilitating student participation, leadership development, and the implementation of academic and social programs on campus. However, the effectiveness of these roles depends largely on the organizational capacity of the administrators and members. Therefore, this community service program was designed as a capacity-building initiative to strengthen HIMA administrators' ability to develop organizational plans, manage leadership responsibilities, and design sustainable programs.

The activity was organized through several systematic stages to ensure the program achieved its intended objectives. The first stage was the preparation phase, which involved coordinating with faculty authorities and HIMA administrators to identify the organization's main challenges. During this phase, preliminary discussions were conducted to map existing organizational problems, including limitations in program planning, leadership coordination, and the sustainability of organizational activities. The preparation stage also included developing training materials, activity modules, and facilitation strategies tailored to the Faculty of Sharia Student Association's organizational context. These preparations were intended to ensure that the learning process during the activity would be relevant to the participants' real organizational experiences.

The second stage was the implementation phase, which constituted the core of the community service activity. This stage focused on delivering capacity-building activities that combined theoretical understanding with practical exercises in organizational planning and leadership development. The program was implemented through a participatory learning approach, involving six student organizations and 45 participants. The activity was conducted in a one-day intensive session lasting

approximately five hours. Although relatively short, the program was designed to maximize interaction and collaborative learning among participants through structured facilitation.

The participatory approach adopted in this activity positions participants not merely as recipients of information but as active actors in the learning and organizational development process. In the context of capacity building, participation is an essential component because it encourages individuals and groups to engage directly in identifying problems, generating solutions, and designing organizational strategies. Capacity building itself is understood as a continuous process aimed at strengthening both individual competencies and organizational systems. It includes the development of knowledge, skills, attitudes, and collective awareness that enable organizations to function more effectively and sustainably (Hailey et al., 2005b; OECD, 2020). By adopting this approach, the activity emphasized not only knowledge transfer but also the development of reflective, collaborative learning processes among student leaders.

The program's learning methods included interactive lectures, focus group discussions (FGDs), simulations, and discovery learning. Each method was designed to complement the others and provide participants with both conceptual and practical learning experiences. Interactive lectures and discussions were used at the beginning of the session to introduce participants to key concepts related to student organizations, leadership, and organizational development planning. These sessions provided participants with a theoretical framework for understanding the strategic role of student organizations within the campus governance ecosystem.

Following the lecture sessions, focus group discussions were conducted to facilitate participatory dialogue among participants. During the FGD sessions, participants were encouraged to share their experiences in managing organizational programs and to identify the challenges they faced in implementing their responsibilities as student leaders. The discussions also aimed to map organizational capacity needs and to explore strategies to improve program planning and organizational coordination. Through these discussions, participants collectively reflected on their organizational practices and formulated shared visions for the future development of their organization.

Simulation and case-study exercises were also incorporated into the program to strengthen participants' decision-making and problem-solving skills. In these sessions, participants were presented with hypothetical scenarios related to organizational management, such as conflicts in decision-making, challenges in program

implementation, and issues in leadership coordination. Participants were then asked to analyze these situations and propose solutions grounded in effective leadership and strategic planning. This simulation process allowed participants to apply theoretical knowledge in practical situations that closely resemble real organizational dynamics.

In addition, the program adopted a discovery learning approach, which encourages participants to actively explore and construct their own understanding of organizational planning and management. Through guided activities and group exercises, participants were invited to design organizational development plans, formulate work programs, and identify strategies to improve internal coordination within their organizations. This approach was intended to make the learning process more contextual and meaningful for participants, as they were directly engaged in developing solutions relevant to their organizational context (Bovaird & Löffler, 2013).

The participants in this activity consisted primarily of HIMA organizational leaders, including the chairperson, secretary, treasurer, and representatives from various organizational divisions. Their participation was considered important because they hold strategic roles in shaping the organization's direction and managing its programs. The training materials delivered during the activity covered several key topics, including the basic concepts of student organizations, leadership and organizational governance, strategic planning, and human resource management within student organizations. The learning process was supported by training modules, organizational planning worksheets, and presentation materials that facilitated systematic, structured learning.

The use of these learning materials was intended to help participants develop more systematic approaches to organizational planning and program development. Participants were encouraged to use organizational planning worksheets to develop visions, missions, and strategic objectives for their organizations. These worksheets also guided participants in designing work programs that are aligned with organizational goals and responsive to the needs of the student community. By integrating these tools into the learning process, the activity aimed to promote a more structured and sustainability-oriented approach to organizational management (Oro, 1977).

Data for this community service activity were collected through several qualitative techniques, including participant observation, group discussions, participant reflections, and documentation of activity results. Participant observation was conducted throughout the activity to capture interaction patterns, participation dynamics, and changes in participants' attitudes and understanding. Observations

focused on how participants engaged in discussions, responded to facilitation methods, and collaborated with others to solve organizational problems.

Group discussions and participant reflections were used to gather insights into participants' perspectives on organizational leadership, planning, and management. At the end of the activity, participants were invited to share their reflections on the learning experience and discuss how the program influenced their understanding of organizational development. These reflections provided valuable insights into the perceived benefits of the capacity-building program and the potential challenges participants face in implementing the knowledge gained during the activity.

Additional data were obtained from documentation produced during the activity, including organizational planning drafts, group discussion notes, and training materials used during the sessions. These documents served as supporting data sources that helped illustrate the outcomes of the learning process and the level of participants' engagement in the program.

The collected data were analyzed using a qualitative descriptive approach combined with reflective analysis techniques. The analysis involved organizing the data into thematic categories related to key aspects of organizational capacity, including organizational understanding, leadership practices, strategic planning, and member participation. Through this thematic analysis, the study aimed to examine how the capacity-building program strengthened the political dimension of organizational planning within the student organization.

This analytical approach was chosen because it enables researchers to interpret participants' experiences and understand the processes by which organizational capacity is developed. By focusing on participants' reflections and interaction dynamics during the program, the analysis provides a contextual understanding of how capacity-building initiatives can influence the development of student organizations within higher education institutions (M. Ylimaki & L. Jacobson, 2015).

3. FINDINGS AND DISCUSSION

3.1. Findings

The implementation of a capacity-building program for the management of the Student Association (HIMA) of the Faculty of Sharia, Sulthan Thaha Saifuddin State Islamic University of Jambi, has achieved several important outcomes, including strengthening student organizations' capacity in organizational development

planning, leadership, and collective participation. The results of the activities were obtained through observations during the training process, group discussions, participant reflections, and documentation of the HIMA management's work results. In the context of technological developments and the digitalization of campus life, these achievements become increasingly relevant, as student organizations are required to adapt to changes in how they work, communicate, and manage their operations.



Figure 1. Provision of Capacity Building Materials

One of the main outcomes of this activity was an increased understanding among HIMA administrators regarding the strategic position of student organizations in the increasingly digitalized campus life. Prior to the activity, most participants viewed student organizations primarily as implementers of routine and ceremonial activities conducted conventionally. However, through a series of interactive lectures and group discussions, participants began to understand student organizations as planning actors, with a role in formulating the vision and direction of organizational development, and in making decisions that impact program sustainability, including the use of digital technology as an organizational work instrument. This shift in understanding was reflected in the participants' discussions and reflections, which emphasized the importance of medium- and long-term planning that is responsive to digital challenges and the dynamics of today's student generation.

This activity also demonstrated the strengthening of administrators' capacity to develop organizational planning more systematically and adaptively in the digital era. Each division can use social media tools to launch campaigns aligned with its planned vision. Furthermore, digital media can serve as a source of information for public disclosure of each implemented work program.

Through focus group discussions and simulations, HIMA administrators identified internal organizational issues, mapped capacity needs, and formulated more realistic, measurable work-program priorities. During this process, participants began to consider the use of digital media, information management, and technology-based coordination as part of their organizational strategy. Participants not only compiled lists of activities but also began linking work programs to the organization's vision, establishing clear roles, defining evaluation mechanisms, and using digital technology to enhance the effectiveness and transparency of the organization's work. This demonstrates a growing awareness of the importance of planning as a political instrument for student organization development in a changing digital environment.

Table 1. Pre-test and Post-test Capacity Building for HIMA Administrators

No	Key Indicators	Pre-Test	Post-Test
1	Understanding the role of student organizations	2,8	4,2
2	Organizational planning	2,6	4,1
3	Participative leadership	2,9	4,3
4	Organizational digital literacy	2,5	4,1
5	Soft skills for the world of work	2,6	4,2

Rating scale 1-5 (1 is very low, 5 is very good)

In terms of leadership and decision-making, the capacity-building program encourages the development of more participatory and communicative leadership styles. Table 1 shows that HIMA administrators are beginning to recognize the importance of participatory roles in planning and using social media in work programs, as evidenced by the significant improvement in the pre-test and post-test averages. Leadership is no longer understood solely in hierarchical terms, but rather as a collective process that requires effective communication, teamwork, negotiation, and joint decision-making. These competencies are part of the soft skills highly valued in the workplace, especially in environments that demand cross-disciplinary collaboration and adaptability to technological advances.



Figure 2. Presenters and Participants of the Student Association of the Faculty of Sharia, UIN Sultan Thaha Sarifuddin Jambi

Furthermore, this activity also increased HIMA administrators' awareness of organizational sustainability in the context of digitalization. Participants recognized that the dynamics of periodic management require digital documentation, continuous planning, and a systematic mechanism for cadre development. Discussions revealed that administrators have begun to formulate ideas about the importance of digital archive management, knowledge transfer between periods, and strengthening digital literacy as part of organizational capacity building. These practices not only support organizational sustainability but also foster information management skills, accountability, and professionalism aligned with workplace needs.

Overall, the results of this capacity-building program demonstrate that strengthening student organization capacity not only improves administrators' technical skills but also fosters the development of soft skills needed in the workplace, such as leadership, communication, teamwork, problem-solving, and adaptation to digital technology. Student organizations are positioned as strategic learning spaces to prepare students for the professional world. This program demonstrates that a participatory approach can encourage student organizations to be more reflective, adaptable to digitalization, and sustainability-oriented, while simultaneously strengthening HIMA's role as a platform for developing human resources ready to compete in the workplace.

Another important result emerging from the capacity-building program is the growing awareness among HIMA administrators of the importance of strategic communication within organizational management. During the activity, participants emphasized that communication challenges are often a major obstacle to implementing work programs. Miscommunication between divisions, limited coordination among administrators, and unclear distribution of responsibilities frequently lead to inefficiencies in program implementation. Through discussions and simulation exercises conducted during the capacity-building sessions, participants began to recognize that effective communication systems are essential for improving organizational performance.

The introduction of collaborative communication strategies, including the use of digital communication platforms and structured coordination mechanisms, encouraged participants to reconsider how organizational information flows within their structure. Administrators acknowledged that digital tools such as online discussion platforms, shared documentation systems, and social media communication channels can help improve transparency and coordination among members. These tools enable faster information exchange, reduce misunderstandings, and facilitate collective decision-making processes. As a result, the integration of digital communication practices was increasingly perceived as an important component of modern student organizational management.

In addition to communication improvements, the activity also highlighted the importance of organizational identity and collective vision among HIMA administrators. During group reflection sessions, participants discussed how student organizations can strengthen their identity as agents of intellectual and social development within the campus environment. Many participants realized that organizational activities should not only focus on routine events but also contribute to broader academic and social goals. This realization prompted administrators to develop programs more aligned with the values and mission of the Faculty of Sharia and the university as a whole.

The results also demonstrated that participatory learning processes played a significant role in strengthening student leaders' confidence in managing their organizations. Many participants initially expressed uncertainty regarding their ability to design strategic plans or manage complex organizational issues. However, through guided discussions, collaborative exercises, and simulation activities, participants gradually developed greater confidence in their leadership roles. This change was particularly evident in participants' active contributions during group discussions and in their proposed innovative solutions to organizational challenges.

Another notable outcome of the program relates to the emergence of collaborative learning among participants. Rather than relying solely on the facilitator's guidance, participants frequently shared their own experiences and best practices for managing student organizational activities. This exchange of experiences created a peer-learning environment in which participants could learn from each other's successes and challenges. Such collaborative learning processes are important because they strengthen the organization's collective knowledge base and encourage continuous improvement in its practices.

From an organizational development perspective, these results suggest that capacity-building programs can strengthen both individual competencies and institutional structures within student organizations. By combining conceptual knowledge, practical exercises, and reflective discussions, the program enabled participants to develop a more comprehensive understanding of organizational management. This multidimensional learning process is particularly relevant in the context of student organizations, where leadership experience and managerial knowledge are often developed through practical engagement rather than formal training.

3.2. Discussion

The results of the capacity-building program for the management of the Student Association (HIMA) of the Faculty of Sharia at UIN Sulthan Thaha Saifuddin Jambi show that strengthening student organizational capacity is closely linked to the dynamics of organizational change in the digital era. This finding aligns with the view that organizations, including student-based organizations, are required to adapt to digital transformations that impact communication patterns, decision-making, and organizational development planning.

The increased understanding of HIMA administrators regarding the strategic role of student organizations as planning actors indicates a paradigm shift from an administrative and ceremonial organization to a more reflective and visionary one. From a capacity development perspective, this shift is an early indicator of strengthened institutional capacity, as organizations begin to understand the relationship between vision, leadership, and program sustainability (Bester, 2016). In an increasingly digitalized campus, the ability to articulate an organizational vision and direction is a crucial prerequisite for student organizations to remain relevant and responsive to environmental changes.



Figure 3. Presenter, Supervisor, Participants, and Head of the Sharia Faculty of UIN Sulthan Thaha Sarifuddin Jambi

Strengthening the capacity of HIMA administrators to develop more systematic organizational planning is an increase in policy capacity at the student organization level. The OECD (2020) emphasizes that strong planning capacity enables organizations to set priorities, manage resources effectively, and enhance accountability. The findings of this community service program indicate that, through a participatory approach, HIMA administrators are beginning to link work programs to the organization's vision, evaluation mechanisms, and the use of digital technology. This strengthens the argument that capacity building serves as a political instrument for organizational development, shaping how power, resources, and decisions are managed within student organizations.

From a leadership perspective, the development of participatory leadership patterns demonstrated in the activity results demonstrates the relevance of participatory governance theory in the context of student organizations. Bovaird and Loeffler (2013) emphasize that participation and collaboration in decision-making not only improve the quality of organizational policies but also strengthen members' legitimacy and sense of ownership. In student organizations, this participatory leadership pattern is becoming increasingly important in the digital era, when communication is rapid and cross-platform, and demands high levels of coordination and teamwork.



Figure 4. Giving of souvenirs to the Dean of the Faculty of Sharia, UIN Sulthan Thaha Sarifuddin Jambi

Furthermore, the results of the community service program indicate that the capacity-building process contributed to the development of soft skills among HIMA administrators, including effective communication, teamwork, problem-solving, and adaptability to technology. This finding aligns with the World Economic Forum's report, which identified soft skills as a key competency required in the current and future workforce. Thus, student organizations can be understood as strategic non-formal learning spaces that prepare students for an increasingly competitive, digitalized workforce.

The HIMA administrators' awareness of the importance of organizational sustainability through digital documentation and inter-period knowledge transfer also reflects organizational learning practices. The UNDP (2009) and the OECD (2020) emphasize that organizations that learn from experience and systematically manage knowledge tend to be more adaptive and sustainable. In the context of student organizations with limited management terms, strengthening organizational learning is key to maintaining program and organizational value continuity.

Overall, this discussion confirms that the capacity-building program's results are relevant not only for strengthening the internal structures of student organizations but also for broader human resource development in higher education. By positioning student organizations as a learning arena for politics, leadership, and the development of soft skills in the digital age, capacity-building serves as a bridge between academic life and the demands of the workplace. Therefore, strengthening student organizations' capacity should be an integral part of a higher education development strategy focused on graduate readiness and institutional sustainability.

The findings of this community service program also highlight the importance of integrating capacity-building initiatives into broader university strategies for student development. Universities increasingly recognize that developing students' leadership competencies and professional skills cannot rely solely on classroom-based learning. Instead, experiential learning environments such as student organizations play a crucial role in shaping students' abilities to collaborate, lead teams, and solve real-world problems.

In this context, capacity-building programs for student organizations can be understood as part of a wider effort to strengthen the ecosystem of student engagement within higher education institutions. By providing structured training and mentoring opportunities for student leaders, universities can help develop

organizational systems that promote accountability, innovation, and sustainability. These systems contribute not only to the effectiveness of student organizations but also to the overall quality of campus governance.

The results of this program also reinforce the argument that organizational capacity development should be approached as a continuous process rather than a one-time intervention. Capacity building involves the gradual development of knowledge, skills, institutional systems, and organizational culture. Therefore, follow-up programs such as mentoring sessions, periodic evaluations, and leadership training are necessary to ensure that the competencies developed during the training can be sustained and further strengthened over time.

Furthermore, the integration of digital literacy within student organizational management reflects broader transformations occurring in higher education and society. Digital technologies are increasingly shaping how organizations communicate, coordinate activities, and engage with their members. Student organizations that can use digital tools effectively are more likely to develop innovative programs, reach wider audiences, and respond more quickly to emerging challenges. Consequently, digital capacity should be considered an essential component of organizational development within student organizations.

The development of participatory leadership practices observed in this program also reflects the growing importance of collaborative governance in modern organizational contexts. In contrast to traditional hierarchical leadership models, participatory leadership emphasizes shared responsibility, inclusive decision-making, and collective problem-solving. This leadership approach is particularly suitable for student organizations because it encourages active member involvement and strengthens members' sense of ownership of organizational goals.

Finally, this study's results demonstrate that student organizations can serve as important platforms for developing professional competencies among university students. The leadership experiences, communication skills, teamwork abilities, and problem-solving competencies developed through organizational participation are highly relevant to the demands of contemporary workplaces. Employers increasingly seek graduates who possess not only academic knowledge but also the ability to collaborate effectively, adapt to change, and demonstrate initiative in solving complex problems.

Therefore, strengthening the capacity of student organizations should be viewed as a strategic investment in human resource development within higher education institutions. By supporting student organizations through structured capacity-

building programs, universities can create learning environments that prepare students to become competent professionals and responsible members of society. In this regard, the experience of implementing the capacity-building program for HIMA administrators at the Faculty of Sharia, UIN Sultan Thaha Saifuddin Jambi, offers valuable insights into how participatory learning approaches can foster the development of resilient, adaptive student organizations.

4. CONCLUSION

The implementation of the capacity-building program for the administrators of the Student Association (HIMA) of the Faculty of Sharia at Sultan Thaha Saifuddin State Islamic University (UIN) Jambi demonstrates that strengthening the institutional capacity of student organizations is an important strategy in supporting sustainable organizational development within the campus environment. Student organizations function not only as platforms for student activities but also as spaces where leadership, organizational governance, and participatory decision-making processes are learned and practiced. Therefore, improving the capacity of student organizations contributes not only to organizational effectiveness but also to the broader educational mission of higher education institutions in preparing students to become competent and responsible members of society.

The results of this community service program indicate that a participatory capacity-building approach can effectively foster organizational awareness among student leaders. Through interactive learning activities such as lectures, focus group discussions, simulations, and reflective exercises, HIMA administrators developed a better understanding of their strategic role within the campus governance ecosystem. The program also facilitated a shift in participants' perspective, from viewing student organizations primarily as implementers of routine and ceremonial activities to understanding them as actors responsible for organizational planning, strategic decision-making, and program sustainability.

Furthermore, the program strengthened several key competencies among HIMA administrators. These competencies include organizational planning, participatory leadership, communication, teamwork, and problem-solving. The integration of digital literacy within organizational management also reflects the growing importance of technological adaptability in contemporary organizational contexts. The ability of student organizations to utilize digital tools for communication, documentation, and program coordination represents an essential aspect of organizational resilience in the era of digital transformation.

From a broader perspective, the findings of this study highlight the importance of integrating capacity-building programs for student organizations into institutional strategies for student development within universities. Universities play a crucial role in facilitating environments that encourage experiential learning, leadership development, and collaborative engagement among students. Student organizations, therefore, represent strategic arenas for developing the soft skills and professional competencies required in the increasingly dynamic and technology-driven labor market.

In conclusion, capacity building can be understood as a political and educational instrument for strengthening student organizations. It not only enhances the institutional capacity of organizations such as HIMA but also provides students with opportunities to develop leadership experience and organizational competencies that are highly relevant to their future professional careers. For this reason, sustainable capacity-building initiatives supported by university policies should continue to be developed so that student organizations can contribute more significantly to the development of academic culture, student participation, and social engagement within higher education institutions.

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