



Strengthening the Capacity of Nasyyiatul Aisyiyah Branch Members through Digital Literacy and Social Leadership Programs

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ABSTRACT

This community service program was conducted at the Branch Leadership of Nasyyiatul Aisyiyah (PCNA) Colomadu, Karanganyar. One of the main challenges faced by PCNA is the absence of activities that encourage adolescents to participate in organizational activities and utilize their youth through positive and productive engagements. Therefore, this program was highly expected by the partner institution to facilitate the establishment of the Nasyyiatul Aisyiyah Sub-Branch Leadership (PRNA) structure in Colomadu. The target community required support in terms of infrastructure and human resources to develop an organization capable of providing benefits to society.

The objectives of this community service program were: (1) to establish the PRNA organizational structure; (2) to conduct leadership and digital literacy training; (3) to assist participants in improving their time management skills; and (4) to provide motivation regarding ethical values as Muslim female adolescents. The methods employed in this program included Focus Group Discussions (FGDs), training sessions, and mentoring activities. The outputs of this program consisted of video intellectual property rights (IPR), journal publications, community service reports, media coverage, and documentation uploaded to online media platforms and YouTube.

Keywords: Organizational Structuring, Leadership, Time Management, Digital Literacy

1. Introduction

Situational Analysis

Youth represent a strategic asset in national development. They are not only the successors of future leadership but also agents

of change with significant potential to drive social, economic, and political transformation within society. However, the challenges faced by young people in fulfilling these roles are increasingly complex, ranging from limited access to leadership education and low

participation in organizational activities to inadequate character development and ethical leadership training (Siregar, 2021).

In the current era of digitalization and globalization, leadership competence has become an increasingly essential skill for young people. Leadership extends beyond the ability to lead others; it also encompasses communication skills, decision-making abilities, critical thinking, integrity, and social responsibility (Putra & Ananda, 2022). Unfortunately, various studies indicate that many young people have not received adequate training or mentoring in leadership capacity development, either through formal or informal educational channels (Rahmawati et al., 2020).

Leadership training programs for youth have become one of the most important strategies to address this gap. Through such programs, young people can acquire both theoretical knowledge and practical leadership skills while developing a stronger sense of social responsibility toward their communities. Strengthening youth capacity is also expected to increase their active involvement in community development initiatives and social entrepreneurship activities (Yuliana & Wibowo, 2023).

Furthermore, leadership training can reinforce inclusive, collaborative, and value-based leadership character grounded in local wisdom. Therefore, community service activities in the form of youth leadership training are highly relevant as an effort to empower and enhance the quality of the younger generation, particularly in areas with limited access to non-formal educational opportunities (Handayani & Prasetyo, 2021).

Furthermore, leadership training can strengthen character development and promote inclusive, collaborative, and value-based leadership ethics rooted in local wisdom. Therefore, community service activities in the form of youth leadership training are highly relevant as an effort to empower and improve the quality of the younger generation, particularly in areas with limited access to

non-formal education (Handayani & Prasetyo, 2021).

The socio-cultural and geographical conditions in many regions of Indonesia also influence the quality of youth access to leadership development programs. In rural and suburban areas, leadership training has generally not become a priority within non-formal educational activities. This situation is further exacerbated by the limited number of facilitators who possess the competencies required to support youth development programs based on local needs (Handayani & Prasetyo, 2021). As a result, the substantial potential of young people in these regions remains underdeveloped and vulnerable to marginalization within their own community development processes.

Moreover, contemporary challenges such as technological disruption, the rapid flow of information, and socio-political dynamics require young people to possess both competitiveness and strong character resilience. Many adolescents experience identity crises or uncertainty regarding their roles and future directions within society. Effective leadership training should not only equip participants with technical skills but also help them discover values, vision, and life purposes that positively impact others (Putra & Ananda, 2022). This is why a holistic, contextual, and youth-centered training approach is essential.

Community service activities through leadership training can serve as a strategic platform to bridge this gap. Training programs designed through participatory approaches and based on local needs enable young people to develop a sense of ownership toward the program while fostering collective enthusiasm for solving problems within their communities. In this context, leadership training also serves as a medium for building social capital among youth from diverse backgrounds (Yuliana & Wibowo, 2023). Involving young people in the design and implementation of training programs further promotes the development of sustainable leadership.

Support from various stakeholders, including higher education institutions, youth organizations, local governments, and the private sector, is also crucial for the success of such programs. Collaboration among stakeholders can provide resource persons, facilities, and networking opportunities that enrich the learning process for youth participants. Through the implementation of the Tri Dharma of Higher Education, universities have a responsibility to actively contribute to the development of youth capacity, particularly through community engagement programs (Rahmawati et al., 2020). The involvement of lecturers and students in these training activities not only facilitates knowledge transfer but also fosters dialogue and mutual learning between academics and communities.

Therefore, the implementation of youth leadership training as part of community service represents a tangible form of transformative empowerment. This program is expected to nurture young individuals who are not only intellectually competent but also morally and socially resilient. Through this training, young people can become adaptive, collaborative, and solution-oriented leaders capable of addressing the complexities of contemporary challenges. Consequently, investing in youth leadership development is not merely an investment in individuals but also in the future of the nation.

The Branch Leadership of Nasyiatul Aisyiyah (PCNA) Colomadu has expressed concern regarding the current condition of youth, many of whom have not been able to utilize their time effectively. Various social issues, including unhealthy social interactions and increasing cases of drug abuse among adolescents, have become significant concerns. Therefore, PCNA bears the responsibility of safeguarding young people, particularly female adolescents, by encouraging them to embody the values of Muslim women who possess noble character, strong morality, and exemplary conduct.

This community service program aims to assist PCNA, whose activities have been relatively stagnant due to the absence of regular programs. Consequently, PCNA, in collaboration with the community service team, organized activities involving representatives from 12 PRNA (Sub-Branch Leaderships of Nasyiatul Aisyiyah). Each PRNA delegated five participants to take part in the program.

Objectives of the Community Service Program

The objectives of this community service program are as follows:

1. To establish the organizational structure of PRNA.
2. To conduct leadership seminars covering:
 - a. Time Management
 - b. Leadership Ethics
 - c. Effective Communication
3. To improve digital literacy among adolescents.

Benefits of the Community Service Program

The expected benefits of this program include:

1. The establishment of PRNA organizational structures in all villages within Colomadu District.
2. Enhanced knowledge and understanding among female adolescents regarding leadership, particularly in:
 - Time Management
 - Leadership Ethics
 - Effective Communication
3. Improved digital literacy among adolescents.

Partner Problems

Several challenges faced by members of PCNA Colomadu are identified as follows:

1. Inadequate and Unstructured Leadership Development

Many adolescents lack a clear understanding of the meaning of leadership and how leadership

competencies can be developed. Leadership is often perceived merely as the ability to direct or supervise others, whereas genuine leadership encompasses a broader range of competencies, including decision-making, effective communication, problem-solving, and the willingness to assume responsibility. The absence of systematic leadership development has limited adolescents' opportunities to cultivate these essential skills.

2. Social and Social Media Pressures

Social media has significantly influenced adolescents' perceptions of leadership. On the one hand, digital platforms provide opportunities for young people to learn from successful figures and inspiring role models. On the other hand, the pressure to appear perfect or achieve popularity on social media often distorts the true essence of leadership. Many adolescents become more concerned with maintaining their online image than developing authentic leadership qualities and meaningful contributions within their communities.

3. Lack of Positive Leadership Role Models

Not all adolescents have access to positive leadership examples within their immediate environments. In some family, educational, or community settings, young people may rarely encounter inspirational leaders who demonstrate ethical and effective leadership practices. This lack of exposure limits their ability to develop positive leadership behaviors and strong character foundations.

4. Shifting Values and Priorities

The modern era has brought significant changes in values and priorities among young people. Leadership principles traditionally associated with discipline, perseverance, community service, and collective responsibility are increasingly being replaced by more individualistic and instant-oriented perspectives, such as rapid personal achievement and immediate rewards. As a result, many

adolescents struggle to appreciate the importance of long-term contributions and sustainable leadership practices.

5. Limited Conflict Management Skills

As future leaders, adolescents need the ability to manage and resolve conflicts constructively. However, many young people today face difficulties in dealing with differences of opinion, both in online and offline environments. They often avoid conflicts altogether or respond in ways that are ineffective and counterproductive. Since conflict resolution is a fundamental component of leadership, the lack of these skills poses a significant challenge to leadership development.

6. Limited Access to Leadership Education

Access to leadership education and training opportunities remains unequal among adolescents. In many regions, schools and community organizations provide limited programs dedicated to leadership development. Consequently, many young people have not received adequate preparation to assume leadership roles responsibly and effectively.

In addition to these challenges, adolescents' digital competencies have not been optimally utilized for productive and socially beneficial purposes. While many young people are highly familiar with digital technologies, these skills are often directed toward entertainment rather than educational, organizational, or community development activities.

Proposed Solutions

To address contemporary youth leadership challenges, several systematic approaches involving education, personal development, and community empowerment can be implemented. The proposed solutions include the following:

1. Structured Leadership Education

Both formal and non-formal educational institutions should place greater emphasis

on leadership development from an early age. In addition to academic learning, students should be equipped with leadership-related competencies such as decision-making, conflict management, teamwork, and organizational skills. Such initiatives can help adolescents develop a comprehensive understanding of effective leadership.

2. Leadership Training Programs

Leadership training programs should be organized within schools and community settings to strengthen essential leadership competencies. These programs may cover communication skills, motivation, self-development, teamwork, and organizational management, enabling adolescents to gain both theoretical knowledge and practical leadership experience.

3. Promoting Positive Leadership Values

Adolescents should be encouraged to understand that leadership is not about authority, power, or popularity but rather about creating positive impacts on others. This understanding can be fostered through activities emphasizing values such as empathy, honesty, integrity, social responsibility, and community service.

4. Wise Utilization of Technology

Young people should be educated to use social media as a platform for sharing constructive ideas, inspiring others, and promoting positive social change rather than merely enhancing personal image. They should also be encouraged to exercise responsibility regarding the content they create and disseminate.

Developing Digital Leadership Skills

Training programs should equip adolescents with the skills necessary to utilize digital technologies and social media effectively for organizing community activities, conducting social campaigns, and implementing projects that generate positive impacts within society.

5. Developing Conflict Management Skills

Adolescents should receive training on effective conflict resolution strategies through simulations, discussions, case studies, and role-playing activities. These approaches enable participants to practice constructive problem-solving and decision-making in realistic situations.

Enhancing Communication Skills

Improving communication skills is essential for leadership development. Adolescents should learn how to express ideas clearly, communicate respectfully, and appreciate differing perspectives. These competencies are critical for resolving conflicts while maintaining positive social relationships.

6. Empowering Youth in Decision-Making Processes

Providing adolescents with opportunities to participate in decision-making processes within families, schools, and communities can help develop critical thinking skills and foster a sense of responsibility for their choices and actions.

Active Involvement in Organizations and Communities

Young people should be encouraged to participate in student organizations, social institutions, volunteer activities, and community-based programs that require leadership engagement. Such experiences provide practical opportunities to develop leadership skills and teamwork capabilities.

7. Building Character and Independence

Character Development

Effective leadership begins with strong character. Therefore, adolescents should be guided to cultivate values such as integrity, honesty, responsibility, discipline, and empathy. These qualities form the foundation of ethical and sustainable leadership.

Independent Decision-Making

Providing opportunities for adolescents to learn from their experiences and make independent decisions can increase self-confidence and accountability. This process helps them become more resilient and capable of assuming leadership responsibilities in the future.

2. Method

To implement the community service program effectively, several practical and structured methods were employed to ensure the achievement of the program objectives. These methods were designed to facilitate youth learning and leadership development through participatory and experiential approaches. The implementation methods are described as follows:

1. **Leadership Workshops and Training**
Leadership workshops and training sessions were organized to enhance adolescents' leadership competencies. The training covered various topics, including effective communication, decision-making, conflict management, teamwork, and organizational leadership. Through these activities, participants were expected to gain both theoretical understanding and practical leadership skills applicable in organizational and community settings.
2. **Mentoring Program**
A mentoring program was established to provide continuous guidance and support for participants. Experienced youth leaders, organizational practitioners, and professionals served as mentors who assisted participants in developing leadership competencies and applying them within their respective organizations. This mentoring approach enabled participants to learn directly from practical experiences and best practices in leadership.
3. **Digital Literacy Workshops**
Digital literacy workshops were conducted to improve participants' abilities to utilize digital technology responsibly and productively. The workshops focused on critical evaluation of online information, responsible social media usage, digital ethics, cybersecurity awareness, and the use of digital platforms for educational, organizational, and social development purposes.
4. **Monitoring and Evaluation (M&E)**
Monitoring and evaluation activities were conducted to assess program implementation and measure the achievement of expected outcomes. Continuous evaluation enabled the identification of strengths, challenges, and areas for improvement throughout the implementation process.
5. **Dissemination through Mass Media**
Media coverage was utilized to disseminate information regarding program activities and achievements. This strategy aimed to increase public awareness of youth empowerment initiatives and encourage broader community participation.
6. **Preparation of Scientific Publications**
The outcomes of the community service program were documented and prepared for publication in academic journals to contribute to the dissemination of knowledge and best practices in youth leadership development and digital literacy.
7. **Final Report Preparation**
A comprehensive final report was prepared to document program implementation, achievements, challenges, and recommendations for future activities.
8. **Publication through the Study Program's YouTube Channel**
Program activities and educational content were documented and disseminated through the official YouTube channel of the Development Economics

Study Program to expand outreach and accessibility.

9. Intellectual Property Rights (IPR) Registration

Relevant outputs generated from the program, including educational videos and other learning materials, were submitted for Intellectual Property Rights (IPR) registration to ensure legal protection and recognition of the program's innovations.

3. Results and Discussion

In the current era of digitalization and globalization, leadership competence has become an increasingly essential capability for young people. Leadership extends beyond the ability to direct others and encompasses communication skills, decision-making, critical thinking, integrity, and social responsibility. However, numerous studies indicate that many young people have not received adequate leadership training or mentoring opportunities, either through formal education or informal learning environments.

Furthermore, social media significantly influences adolescents' perceptions of leadership. While digital platforms can provide inspiration through exposure to successful leaders and positive role models, they can also create pressure to appear perfect or gain popularity. Such pressures often obscure the true meaning of leadership and encourage adolescents to prioritize online image-building over authentic leadership development in real-world contexts.

To address these challenges, the Community Service Team of the Development Economics Study Program conducted the first phase of a community engagement program on March 24, 2026, at MI Muhammadiyah Bolon, under the theme:

“Strengthening the Capacity of Nasyyiatul Aisyiyah Branch Members through Digital Literacy and Social Leadership Programs.”

The first session was delivered by Siti Fatimah, S.E., M.Si., who presented material on Social Leadership. Approximately 75 participants attended the event, consisting of PCNA administrators, representatives from PRNA branches, and delegates from Muhammadiyah charitable and educational institutions located in the Colomadu area.

The topic of Social Leadership was considered highly relevant for PCNA administrators and members, as it encouraged participants to contribute ideas and develop programs that could provide meaningful benefits to society. Participants demonstrated strong enthusiasm and active engagement throughout the session, as reflected in discussions, question-and-answer activities, and collaborative exercises.

The second session was delivered by Ahmad Baihaqi Ekasaputra, S.E., M.S.E.I., who presented material on Digital Literacy for PCNA Members. This session emphasized the importance of critically evaluating information, filtering misinformation, and using social media responsibly and ethically. The training equipped participants with practical strategies for navigating digital environments while maintaining positive online behavior and contributing constructively to digital communities.

The implementation of the second and subsequent phases of the program remained under coordination with the partner organization at the time of reporting. The next activities were scheduled on Mei 9, at FEB UMS 2026 and the speaker were Dr. Retno Sintawati and Zana Zein R,SE.MSi as keynote speakers

Based on the situational analysis, identified partner problems, proposed solutions, and implementation methods, the expected outputs of this community service program include:

1. Publication of a scientific article in the Abdi Psikonomi Journal.
2. Dissemination of program activities through mass media outlets, including:
 - a. Retizen Republika

- b. UMS News
- c. Muhammadiyah Karanganyar
- d. Muhammadiyah Colomadu
- 3. Documentation of program activities through photographs and videos.
- 4. Preparation of a comprehensive final report.
- 5. Publication of educational content on the Study Program's YouTube channel.
- 6. Registration of Intellectual Property Rights (IPR).
- 7. Collection of testimonials and feedback from partner organizations.



3. Conclusion

The community service program on strengthening the capacity of Nasyyiatul Aisyiyah Branch members through digital literacy and social leadership training successfully provided participants with enhanced knowledge, awareness, and practical skills related to leadership and responsible digital engagement. The program addressed several challenges faced by adolescents, including limited leadership development opportunities, inadequate digital literacy, and a lack of positive role models.

The implementation of leadership and digital literacy training demonstrated positive participant engagement and increased understanding of social responsibility, ethical leadership, effective communication, and critical use of digital media. Furthermore, the program contributed to strengthening organizational development within Nasyyiatul Aisyiyah, particularly through efforts to establish and reinforce PRNA structures at the village level.

Future activities should focus on continuous mentoring, advanced leadership

development programs, and sustainable collaboration among educational institutions, youth organizations, and local communities to ensure long-term impact and the development of socially responsible young leaders.

4. Allowance

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