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Management of Intra-School Student Organization Development to Enhance Student Creativity

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Abstract

This study aims to examine the management of Intra-School Student Organization development to enhance student creativity. Despite the urgent demand for innovative vocational graduates, student councils frequently remain trapped in monotonous ceremonial routines and suffer from split focus due to intensive practical workshops and rigid top-down coaching. To address this issue, a descriptive qualitative case study approach was employed involving key school administrators, advisors, and student council leaders. Empirical data were collected using semi-structured interviews, non-participant observations, and institutional documentation. The gathered information was subsequently analysed through an interactive model consisting of data condensation, data display, and conclusion drawing. The findings reveal that implementing participatory coaching management transforms student governance into a vibrant incubator of innovation. Advisors facilitate collaborative design-thinking planning sessions rather than dictating inherited templates. Furthermore, adaptive rotational scheduling successfully harmonizes rigorous industrial internship demands with organizational duties. Pedagogical scaffolding provides psychological safety, empowering members to merge technical major competencies into digital event management and student-run ventures. Future research should utilize mixed-methods approaches across multiple vocational institutions to quantitatively measure long-term impacts on graduate employability.

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Introduction

Cultivating student creativity within Vocational High Schools is vital for preparing a resilient and competitive workforce in the modern era. In today's rapidly evolving global economy, technical proficiency and academic intelligence alone are no longer sufficient for graduates to thrive in dynamic job markets or entrepreneurial ventures (Kusaini, dkk., 2024; Alkeraida dkk, 2025). Contemporary labor market analyses and educational frameworks consistently demonstrate that industries increasingly prioritize adaptive problem-solving, original thinking, and collaborative innovation alongside hard vocational skills (Hermawan et al., 2025; Kuncoro et al., 2025). However, formal classroom instruction primarily focuses on standardized technical competencies, leaving limited space for spontaneous ideation and self-expression (Warsah et al., 2023). Consequently, schools must optimize non-formal educational platforms, particularly the Intra-School Student Organization, to nurture these essential twenty-first-century competencies. Serving as the primary official student body, this organization holds immense potential for leadership development and talent channeling. Therefore, strengthening organizational coaching is crucial for broader society, as it directly shapes innovative young professionals capable of driving sustainable economic growth and adapting effectively to unpredictable workplace challenges.

Despite the urgent societal demand for innovative graduates, educational institutions face systemic challenges in transforming student organizations into effective incubators of creativity. Optimizing student potential requires comprehensive institutional support and well-managed extracurricular programs that actively foster imaginative thinking beyond regular classroom boundaries (Akbar et al., 2024; Zamani, 2023). In principle, the Intra-School Student Organization should function as a vibrant laboratory where students boldly express ideas, develop leadership qualities, and build personal self-confidence through participatory governance(Hegde & Nayak, 2025). Unfortunately, a persistent gap exists between these ideal organizational functions and actual administrative practices within vocational education settings. Many schools fail to apply modern management principles that encompassing systematic planning, organizing, implementation, and evaluation, to their student council agendas. Without professional administration and pedagogical mentoring, student organizations risk becoming mere ceremonial symbols rather than dynamic platforms for competency development. This managerial deficit severely limits opportunities for students to exercise creative autonomy, ultimately hindering their holistic personal growth and leaving them underprepared for the innovative demands of the modern professional world.

The realities within Vocational High Schools frequently reveal stark obstacles that stifle the creative potential of student council members. Rather than generating original breakthroughs, student organization programs often remain trapped in monotonous, repetitive, and purely ceremonial routines inherited from previous cohorts. Furthermore, vocational students experience severe split focus due to demanding practical laboratory hours, competency certifications, and mandatory industrial internships, which drastically reduce their time and cognitive energy for

organizational innovation(Budiawan & Ananda, 2023; Kuncoro et al., 2025). Compounding these structural pressures, traditional coaching patterns dominated by top-down instructions fail to stimulate critical thinking or independent initiative among student leaders. Advisors often prioritize administrative compliance and event execution over pedagogical mentorship and creative ideation. Additionally, insufficient institutional facilitation and rigid evaluation mechanisms discourage students from proposing unconventional ideas out of fear of failure. Consequently, extracurricular involvement becomes a passive obligation rather than an empowering experience, preventing the organization from fulfilling its strategic role in cultivating adaptive and innovative vocational graduates.

Previous scholarly investigations have extensively examined student organizations, vocational education, and educational management, yet critical analytical gaps remain unaddressed. Existing studies on Intra-School Student Organizations predominantly emphasize character building, civic education, discipline enforcement, and basic leadership training within general secondary schools (Gunartin et al., 2025). Simultaneously, research within Islamic Educational Management highlights the necessity of cultivating professional educational practitioners who possess strong managerial competence, pedagogical skills, and institutional adaptability to drive overall school quality(Sukirjo et al., 2025). Other scholars have explored creativity in vocational education, focusing almost exclusively on classroom-based project learning, curriculum design, or technical workshop innovations(Ayuba et al., 2025). However, these three research streams largely operate in isolation, failing to intersect meaningfully. Specifically, prior literature overlooks how systematic management functions—planning, organizing, actuating, and controlling—can be deliberately integrated into student council coaching to stimulate organizational creativity. Addressing this theoretical and practical disconnect is urgent, as neglecting extracurricular management leaves a vital avenue for vocational student innovation completely underutilized.

Building upon these gaps, this study lies in synthesizing Islamic Educational Management principles with participatory coaching models to transform vocational student organizations into structured creativity incubators. Unlike earlier descriptive works that merely catalog extracurricular benefits, this research introduces an integrative managerial framework tailored specifically to overcome the time constraints and ceremonial habits of vocational students. Accordingly, this study addresses the central research problem: how can systematic coaching management functions be effectively designed and implemented to optimize student creativity within the Intra-School Student Organization? This research argues that consistent application of participatory planning, adaptive organizing, pedagogical mentoring, and reflective evaluation bridges the gap between formal vocational demands and creative self-expression. Ultimately, this study contributes both a theoretical model for extracurricular management and practical guidelines for school administrators, ensuring student councils actively cultivate innovative mindsets, leadership resilience, and superior institutional excellence.

Methods

This research adopts a descriptive qualitative approach, utilizing natural settings to understand social phenomena and human problems through holistic descriptions and detailed participant viewpoints. The context of this research is at SMK Taruna Andigha Bogor, Indonesia. The researcher acts as the key instrument, gathering deep data via in-depth interviews with school principals, student affairs vice-principals, student organization advisors, council members, and regular students, alongside direct observations and documentation analysis. Study subjects consist of key informants directly involved in student council management and creative development programs(Cohen et al., 2007; Foster, 2024). Data collection techniques comprise observation, interviews, documentation, and questionnaires to examine both supporting and inhibiting factors. Data analysis follows the interactive model, encompassing data reduction, data display, and conclusion drawing or verification(Creswell, 2007). To ensure data credibility, methodological, source, and time triangulations are rigorously applied, checking consistency across interviews, observations, and archival records. Research procedures progress systematically from preparation, implementation, and analysis to reporting.

The findings reveal that student council coaching management follows the POAC framework i.e planning, organizing, actuating, and controlling. Planning involves annual work meetings combining student interests with vocational expertise to foster creativity, supported by institutional budgets and facilities. Organizing structures specific divisions, such as entrepreneurship, arts, and digital technology, empowering students to manage school events independently. Controlling features regular monitoring, post-event evaluations, and constructive feedback. School activities encompass curricular learning utilizing digital platforms, compulsory extracurriculars like scouting, and voluntary clubs spanning sports, martial arts, and leadership training. Supporting factors include strong leadership backing and student enthusiasm, while time management between academic duties and organizational tasks remains a primary challenge. Ultimately, these structured coaching mechanisms aim to cultivate disciplined, self-reliant, critically minded, and innovative graduates prepared for modern industry demands.

Finding and Discussion

Finding

The implementation of participatory coaching management within the Intra-School Student Organization

The implementation of participatory coaching management within the Intra-School Student Organization operates as a structured administrative transformation shifting from conventional top-down routines to collaborative student empowerment. Operationally, this phenomenon embodies the systematic integration of planning, organizing, actuating, and controlling principles specifically tailored to accommodate the unique dual demands of vocational education(Poma Solier, 2025). Rather than enforcing rigid bureaucratic rules, school advisors facilitate democratic design-thinking sessions, flexible scheduling around workshop rotations

and industrial internships, pedagogical scaffolding for student-led executions, and reflective outcome evaluations. This comprehensive framework transforms the student council from a purely ceremonial entity into a vibrant incubator of original ideas. By systematically removing traditional administrative barriers and fostering active participation, the management model empowers vocational students to bridge theoretical governance concepts with practical execution, ultimately cultivating critical twenty-first-century competencies, leadership resilience, and creative independence within a professional school environment.

Data gathered from the Deputy Head of Student Affairs revealed a deliberate structural shift in how organization programs are initiated and managed. During the interview, the official stated that previous student councils relied heavily on stagnant inherited templates, which limited creative autonomy and resulted in monotonous school events. Under the new participatory framework, advisors actively act as facilitators during planning sessions, encouraging students to brainstorm solutions addressing genuine campus challenges rather than fulfilling bureaucratic obligations. The researcher interprets this interview data as a profound cultural metamorphosis within institutional governance. By replacing prescriptive instructions with collaborative dialogue, the school successfully dismantles traditional psychological barriers between mentors and students. This shift validates participatory planning as an essential catalyst that unlocks intrinsic motivation, enabling vocational learners to take genuine ownership of organizational agendas and cultivate authentic leadership skills through self-directed problem identification.

Further empirical evidence emerged from an in-depth interview with the principal student organization coordinator, who highlighted the practical challenges of balancing intensive vocational workshops with council responsibilities. The student leader explained that adaptive structural scheduling and flexible task delegation were crucial in resolving split focus, ensuring that members undergoing mandatory industrial internships could still contribute meaningfully to major school events without academic detriment. The researcher interprets this testimony as a vital validation of adaptive organizing and pedagogical actuating in high-pressure vocational environments. It demonstrates that effective student management cannot operate in isolation from technical curriculum demands. By providing a safe psychological space for experimentation and offering continuous mentoring scaffolding, advisors successfully mitigate the fear of failure among student leaders. Consequently, members feel genuinely supported to execute novel programmatic concepts, transforming potential scheduling vulnerabilities into opportunities for resilient teamwork and creative problem-solving under real-world operational pressure.

Direct non-participant observations conducted during weekly executive board meetings and collaborative program design workshops provided striking visual confirmation of participatory management in action. Researchers observed advisors refraining from dictating decisions, instead utilizing sticky notes and visual mapping frameworks to guide students through open-ended brainstorming regarding campus technical exhibitions. Instead of administrative lecturing, mentor-

student interactions resembled professional project-management consultations, characterized by active listening, constructive feedback, and mutual respect for student autonomy. The researcher interprets these observed behaviors as concrete proof that pedagogical actuating functions effectively as a developmental bridge. This observable environment proves that when educators consciously transition from authoritarian overseers to supportive mentors, student organizations naturally evolve into authentic incubators of innovation. The physical workspace arrangement itself mirrored modern corporate incubation hubs, fostering uninhibited creative expression and collaborative energy among vocational student leaders.

The observations focusing on post-event evaluation sessions revealed a distinct departure from traditional punitive or purely technical debriefs toward reflective controlling practices. Rather than merely auditing financial receipts or attendance logs, advisors facilitated structured critical reviews where student committees openly analyzed project novelty, collaborative dynamics, and creative troubleshooting strategies deployed during unexpected logistical obstacles. The researcher interprets this observational data as evidence of institutionalized experiential learning. By evaluating success through qualitative metrics of originality and problem-solving resilience rather than superficial ceremonial perfection, the school embeds continuous quality improvement into the organizational culture. This reflective mechanism ensures that every completed project serves as a profound learning milestone. Ultimately, observation confirms that participatory controlling successfully reinforces adaptive thinking, transforming routine extracurricular duties into powerful developmental laboratories that systematically cultivate creative self-confidence and professional maturity among vocational high school students.

Restating the core findings, the implementation of participatory coaching management successfully reconfigures traditional student organization governance through systematic application of the POAC framework tailored to vocational realities. The overarching data pattern reveals a synergistic triad: participatory planning liberates student ideation from stale routines, adaptive organizing harmonizes rigorous technical schedules with civic duties, and pedagogical mentoring provides the psychological safety required for bold execution and reflective growth. Rather than remaining isolated administrative components, these management functions operate interdependently to systematically dismantle the structural inertia and ceremonial monotony previously plaguing vocational extracurriculars. This empirical pattern conclusively demonstrates that transforming student councils into vibrant incubators of creativity relies fundamentally on abandoning authoritarian control in favor of collaborative institutional mentorship. Consequently, structured participatory management emerges as the definitive institutional driver for converting routine student bodies into high-impact environments for twenty-first-century skill acquisition.

Interview	Indicator	Informant
Wakil Kepala Sekolah Bidang Kesiswaan	*"Kami sengaja menghentikan tradisi program kerja warisan yang sifatnya hanya menggugurkan kewajiban*	Perencanaan Partisipatif (*Participatory*

	seremonial. Sekarang pembina memfasilitasi forum design thinking agar siswa memetakan sendiri masalah di lingkungan SMK dan merancang solusi yang orisinal."	*Planning* berbasis *Design Thinking*)
Pembina OSIS	*"Tantangan terberat anak SMK adalah jadwal praktik bengkel dan PKL yang sangat padat. Maka, struktur kepanitiaan dan linimasa kerja OSIS kami buat fleksibel dengan sistem rotasi delegasi agar fokus akademik dan organisasi tetap seimbang."*	Pengorganisasian Adaptif (*Adaptive Organizing* dan Manajemen *Split Focus*)
Ketua OSIS	*"Pembina tidak pernah mendikte atau menyalahkan kalau konsep acara kami berbeda dari tahun sebelumnya. Justru kami diberi ruang aman untuk bereksperimen menggabungkan keahlian jurusan kami ke dalam konsep acara, sehingga kami lebih percaya diri."*	Pelaksanaan Berbasis Pendampingan Pedagogis (*Pedagogical Actuating & Scaffolding*)
Koordinator Bidang Kreativitas & Kewirausahaan OSIS	*"Setelah acara selesai, rapat evaluasi tidak hanya memeriksa laporan keuangan atau daftar hadir, tetapi membahas sejauh mana tingkat kebaruan ide kami, efektivitas kolaborasi tim, dan cara kami memecahkan kendala teknis secara kreatif."*	Evaluasi Reflektif dan Berkelanjutan (*Reflective Controlling* berbasis Kebaruan)

The data compiled in the table above demonstrates a profound functional coherence in the execution of participatory coaching management, involving key institutional actors from structural decision-makers to frontline student leaders. The alignment between statements from the Vice Principal of Student Affairs and the Student Organization Advisor indicates that the transformation of organizational governance is not merely rhetorical; rather, it is anchored in a systematic institutional reengineering designed to overcome two classic barriers within vocational schools: ceremonial routine and intensive practical training schedules. By replacing conventional top-down directives with collaborative design-thinking forums and implementing flexible, rotational task delegations, the institution successfully harmonizes rigorous vocational academic demands with extracurricular dynamics. This pattern confirms that adaptive planning and organizing functions effectively establish a resilient workflow compatible with the specialized rhythms of vocational students, thereby preventing program stagnation caused by split focus between shop floors, internships, and council duties.

Furthermore, the qualitative insights articulated by the Student Organization President and the Head of Creativity and Entrepreneurship highlight the profound psychological and pedagogical impacts yielded by humanistic actuating and controlling functions. Providing psychological safety where students are granted the freedom to experiment without fear of punitive judgment that serves as a primary catalyst empowering learners to seamlessly integrate their technical major competencies into organizational innovations. Moreover, shifting evaluation criteria from superficial administrative audits to critical reflections on program novelty and

creative problem-solving solidifies the student council's role as a true incubator of innovative leadership. Collectively, this cross-informant synchronization validates that cultivating student creativity hinges on management's ability to position educators as strategic facilitators and students as autonomous co-creators of institutional excellence.

Student Creativity Acceleration & Determinants

The acceleration of student creativity and its determining factors within the Intra-School Student Organization at SMK Taruna Andigha Bogor operates as a multidimensional phenomenon reflecting how participatory management successfully converts technical competencies into tangible extracurricular innovations. Operationally, this sub-finding encompasses the practical manifestation of original student-led projects that seamlessly merge vocational expertise with organizational activities, such as digital event management, specialized student-run enterprises, and multimedia social campaigns. Furthermore, it measures the profound psychological evolution of student leaders, marked by heightened self-confidence, fearless out-of-the-box ideation, decisive crisis management, and psychological resilience. This operational framework is dynamically shaped by critical institutional enablers, including administrative backing and pedagogical mentor competency, while simultaneously navigating structural barriers such as tight internship schedules and rigid seniority norms through digital coordination and merit-based regeneration, collectively fostering a robust ecosystem for sustainable student empowerment.

Empirical evidence regarding creativity acceleration and its determinants is systematically organized in the interview data table below, capturing direct insights from key institutional stakeholders at SMK Taruna Andigha Bogor.

Interview	Indicator	Informant
"Our students now independently manage digital broadcasting and merchandise ventures during school festivals, directly applying graphic design and software skills learned in their vocational workshops."	Manifestation of Organizational and Vocational Creativity	Head of Vocational Curriculum & Industry Relations
"When unexpected equipment failures happened during the tech exhibition, student leaders improvised calmly, demonstrating remarkable resilience and autonomous decision-making without waiting for teacher intervention."	Strengthening Self-Confidence and Innovative Leadership	Vice Principal of Student Affairs
"Strong administrative backing from the principal, combined with dedicated creative lab spaces and structured mentor coaching, provides the essential foundation required to sustain student innovation."	Enabling Factors	Student Organization Advisor

"Although tight industrial internship schedules and traditional seniority created initial friction, we resolved these bottlenecks by shifting to asynchronous digital task management and competency-based peer mentoring."	Barriers and Mitigation Strategies	Student Organization President

The interview data reveals a profound integration between academic vocational learning and extracurricular application, dismantling the traditional boundary that separates classroom theory from student council duties. The testimony from the Head of Vocational Curriculum demonstrates that when student organizations are granted creative autonomy, members naturally channel their technical expertise—such as digital media management and product entrepreneurship—into organizational operations. This synergy elevates student councils from routine administrative bodies into vibrant vocational incubators. Moreover, the observation shared by the Vice Principal regarding autonomous crisis management underscores the development of true leadership resilience. Rather than depending on authoritarian adult intervention during operational emergencies, students leverage their problem-solving skills to navigate unexpected stressors. This transition proves that participatory coaching directly nurtures psychological maturity, empowering vocational learners to transform practical technical proficiencies into adaptive, self-directed professional competencies necessary for modern competitive employment markets.

The second half of the data highlights the critical institutional determinants and adaptive mitigation strategies required to sustain student creativity under high-pressure vocational conditions. The advisor's emphasis on principal support and dedicated creative facilities underscores that structural innovation cannot thrive in an institutional vacuum; it demands explicit resource allocation and managerial backing. Concurrently, the Student Organization President's account of overcoming time constraints and seniority friction via digital coordination illustrates organizational agility. By replacing rigid hierarchies with merit-based, digitally synchronized teamwork, the school successfully neutralizes classic extracurricular bottlenecks caused by intensive industrial internships. This structural adaptability proves that student creativity acceleration is not accidental, but rather the calculated result of aligning institutional support systems with modern operational tools. Consequently, these findings validate that mitigating structural vulnerabilities preserves student momentum, ensuring that extracurricular participation remains an empowering, uninterrupted developmental journey.

Direct non-participant observations conducted during the annual vocational student creativity showcase provided striking visual confirmation of these interview dynamics. Researchers observed student teams seamlessly executing live multimedia streaming, managing digital ticketing systems, and marketing student-designed technical prototypes without direct faculty supervision. The atmosphere reflected professional enterprise incubation hubs rather than traditional school committees, characterized by intense collaborative synergy, rapid troubleshooting, and palpable

self-assurance among members. The researcher interprets this observational data as tangible proof that student creativity acceleration has become deeply institutionalized within the school's cultural fabric. The visible absence of senior-junior intimidation and the fluid delegation of responsibilities across different vocational grades confirmed that mitigation strategies successfully dismantled rigid traditions. Ultimately, observation verifies that when students are equipped with proper digital tools and psychological safety, their innovative potential translates into flawless, high-impact real-world execution.

Restating the core findings, the acceleration of student creativity operates through a cohesive triad of vocational integration, psychological resilience, and adaptive barrier mitigation. The overarching pattern extracted from the qualitative data demonstrates that creative manifestation is directly fueled by aligning technical major competencies with organizational autonomy, sustained by proactive administrative enablers, and protected by digital coordination against structural time pressures. Rather than remaining isolated achievements, these elements form an interdependent ecosystem where technical skills drive organizational innovation, and organizational challenges conversely strengthen student leadership resilience. This empirical pattern conclusively reveals that transforming vocational extracurriculars into high-performance incubation labs relies fundamentally on bridging formal technical training with uninhibited creative expression, thereby ensuring that graduates emerge as highly adaptable, innovative professionals equipped for modern workforce demands.

Discussion

The findings regarding the implementation of participatory coaching management within the Intra-School Student Organization demonstrate substantial alignment with modern educational administration theories, while simultaneously offering critical refinements. Consistent with foundational management framework encompassing planning, organizing, actuating, and controlling, the school successfully translates theoretical governance into structured extracurricular operations (Lumby, 2012). However, unlike traditional studies on student councils that emphasize rigid bureaucratic compliance and adult-dominated supervision, this study reveals that substituting top-down mandates with collaborative design-thinking forums dramatically unlocks student agency. While prior scholarly works often frame student organizations merely as vehicles for disciplinary enforcement and civic conformity (Gunartin et al., 2025), the findings corroborate contemporary constructivist leadership models asserting that psychological safety and pedagogical scaffolding serve as primary catalysts for authentic youth empowerment. Consequently, transforming inherited ceremonial routines into adaptive, problem-solving incubators bridges a persistent theoretical gap, proving that participatory administration directly revitalizes stagnant extracurricular structures within demanding vocational school environments.

Examining the major finding on student creativity acceleration, the results strongly reinforce Amabile's componential theory of creativity, which posits that

intrinsic motivation, domain-relevant skills, and creativity-relevant processes must converge to yield innovation(Budiyono et al., 2024). At context of this research, students seamlessly synthesize their specialized technical major competencies such as multimedia production and software engineering with organizational leadership tasks, manifesting high-impact vocational entrepreneurship (Jena, 2020). This empirical reality challenges earlier vocational education literature that restricts creative project-based learning exclusively to formal classroom workshops. Furthermore, identification of institutional determinants aligns with organizational agility theories, confirming that principal backing and dedicated creative spaces act as vital structural enablers. Crucially, however, this study diverges from general high school research by uncovering how asynchronous digital coordination and merit-based regeneration successfully neutralize acute time constraints caused by mandatory industrial internships, thereby demonstrating that structural vulnerabilities in vocational education can be systematically mitigated through agile operational management.

Synthesizing both findings illuminates an interdependent managerial ecosystem where democratic governance directly fuels creative acceleration, offering a robust counter-narrative to conventional extracurricular stagnation. Previous studies exploring Islamic Educational Management frequently underscore the necessity of cultivating educators who balance administrative competence with humanistic pedagogical mentorship(Atabik et al., 2025), yet few have empirically mapped how these competencies operate within student-led organizations. Our findings validate and extend this discourse by showing that when advisors embody the role of supportive facilitators rather than authoritarian overseers, they cultivate resilience, autonomous crisis management, and out-of-the-box ideation among learners. Unlike prior descriptive research that treats organizational barriers like seniority friction and split focus as insurmountable structural flaws, our investigation proves that integrating digital workflow tools and reflective, novelty-oriented evaluations transforms institutional constraints into fertile training grounds for twenty-first-century workplace readiness, effectively harmonizing academic rigor with expressive student autonomy.

From a theoretical standpoint, this research significantly advances the scholarly intersection of Islamic Educational Management, organizational behavior, and vocational pedagogy by introducing an integrative participatory coaching model. Existing literature has historically treated extracurricular management and technical skill acquisition as separate analytical domains, leaving a conceptual void regarding how informal student bodies foster creative intelligence. By demonstrating that adaptive POAC functions mediate the translation of hard vocational skills into innovative organizational outputs, this study enriches constructivist management theory and expands the theoretical parameters of student leadership development. Specifically, it establishes psychological safety and reflective controlling as essential theoretical constructs for understanding youth innovation in high-pressure educational contexts. Scholars can utilize this conceptual framework to further investigate how decentralized governance structures stimulate

collective creativity, thereby moving educational administration research beyond traditional compliance metrics toward dynamic, human-centered models of institutional excellence and holistic student empowerment.

Regarding practical implications, these findings provide actionable operational blueprints for vocational school principals, student affairs coordinators, and organization advisors seeking to revitalize underperforming student councils. School administrators must institutionalize participatory planning protocols, replacing inherited annual templates with structured design-thinking workshops that empower students to address authentic campus challenges. Furthermore, advisors should adopt flexible, rotational task delegations and asynchronous digital project-management platforms to accommodate students undergoing intensive laboratory rotations or off-campus industrial internships without sacrificing organizational momentum. Institutions must also allocate dedicated budgets for creative incubation spaces and reorient post-event evaluations away from superficial financial audits toward qualitative assessments of program novelty and collaborative problem-solving. By embedding pedagogical scaffolding and merit-based regeneration into daily extracurricular routines, practitioners can systematically dismantle rigid seniority cultures and equip vocational graduates with the resilient, innovative mindsets demanded by modern competitive industries.

Ultimately, integrating participatory coaching management with targeted creativity acceleration strategies establishes a transformative paradigm for contemporary vocational high school governance. Comparing our empirical evidence against established literature confirms that unlocking student innovation requires far more than isolated extracurricular activities; it demands a deliberate cultural and structural overhaul of how educators mentor young leaders. Both the theoretical refinements and practical interventions derived from SMK Taruna Andigha Bogor underscore that student councils possess immense untapped potential to function as premier laboratories for twenty-first-century competency development. When educational institutions harmonize systematic administrative flexibility with genuine pedagogical trust, vocational students transcend passive compliance to become confident, autonomous architects of institutional innovation. Consequently, adopting this holistic participatory framework ensures that vocational education fulfills its ultimate societal mandate: producing technically proficient, psychologically resilient, and creatively adaptive graduates prepared to thrive in rapidly evolving global economies.

Conclusion

This study reveals that implementing participatory coaching management—integrating design-thinking planning, adaptive scheduling, pedagogical scaffolding, and reflective evaluation—transforms the Intra-School Student Organization into a vibrant incubator of vocational creativity. The core lesson learned is that replacing top-down ceremonial routines with democratic mentorship empowers students to merge technical competencies with autonomous leadership, effectively neutralizing internship time constraints and rigid seniority. Theoretically, this work strengthens

Islamic Educational Management literature by introducing an integrative framework bridging organizational administration with youth creativity acceleration, offering practical blueprints for modern vocational governance. Nevertheless, this research is limited by its qualitative single-case design and reliance on self-reported perceptions, which may restrict broader generalizability across diverse institutional contexts. Future research should therefore employ mixed-methods approaches or longitudinal quasi-experiments across multiple vocational institutions to quantitatively measure the long-term impact of participatory student governance on graduate employability, entrepreneurial resilience, and sustained creative performance in competitive global industries.

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