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# The Implementation of Root Cause Analysis (RCA) in Organizational Problem Solving at the Aceh Islamic Education Management Student Association

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***Abstract:*** *This study aims to identify the root causes of students' low interest in joining the executive board of the Islamic Education Management Study Program Student Association (HMP-MPI) through the application of Root Cause Analysis (RCA). The study employed a mixed-methods approach. Qualitative data were collected through in-depth interviews, observations, and documentation, while quantitative data were collected via a questionnaire. The interviews involved six key informants selected through purposive sampling. Meanwhile, the survey was conducted among 105 MPI students regarding the HMP-MPI executive board at UIN Aceh. The data were analyzed using the 5 Whys Technique, Fishbone Diagram, and Pareto Chart. The research results indicate that the root cause of the problem stems from ineffective internal communication, which triggers recurring conflicts, fosters negative perceptions among students, and ultimately reduces their interest in participating. The Fishbone Diagram reinforces these findings by showing that the aspects of man, method, system, measurable, and environment all contribute to the organization's weak functioning. The Pareto Chart indicates that two dominant factors—weak leadership competencies (22.8%) and the lack of self-development and leadership training programs (27.6%)—account for a total of 50.4%, followed by ineffective internal communication, recruitment inaccuracies, and the absence of SOPs, which together make up 100% of the causes. These findings underscore the need to strengthen the organizational structure, enhance the competencies of management, and develop structured recruitment and training SOPs.*

**Key Word:** *Root Cause Analysis, Islamic Education Management, Student Organization*

## Introduction

RCA is a systematic approach typically used to identify the root causes of a problem so that the solutions provided can address the primary source of the problem.[1] In today's era of globalization and digital transformation, universities play a fundamental role as centers for character education, leadership, and social responsibility for students. Within student

[1] Wolniak, Gajdzik, and Grebski, "The Usage of Root Cause Analysis (RCA)." https://doi.org/10.29119/1641-3466.2023.190.15

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organizations at universities, there are platforms for character development, one of which is the Program Study Student Association (HMP). Through this organization, students are trained to become individuals of good character who take responsibility for the tasks entrusted to them[2] through involvement in organizations, students can gain organizational experience that fosters character development, such as leadership, a sense of responsibility, communication skills, time management, and creativity.[3]

A positive organization can serve as a learning environment for personal growth, fostering teamwork, and building trust within the community[4]. Student organizations are actually facing a crisis of trust from both the public and their own members[5]. This phenomenon is caused by various underlying issues, such as non-participatory leadership, a lack of transparency and accountability, unresolved internal conflicts, and the dominance of the interests of certain individuals or groups[6]. As a result, student organizations are no longer seen as a space for personal development, but merely as a formality or even a venue for narrow self-interest[7].

Student organizations face many challenges, including political pressure, crises of trust, and internal dynamics that can hinder the organization's ability to function as an agent of social change. Crises of public and internal trust, as well as weak decision-making mechanisms and unclear division of responsibilities, are common issues frequently encountered in student organizations[8].

Other studies indicate that student organizations often experience role conflicts and stress that affect organizational performance and academic achievement, which can lead to stress and disrupt academic focus. These

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[2] Irsyad, Akbar, and Anshori, "The Role of School Student Organizations in Improving Character Education." https://garuda.kemdiktisaintek.go.id/documents/detail/2617892

[3] Yolanda, Sari, and Ismail, "Peran Organisasi Mahasiswa Dalam Membangun Karakter Kepemimpinan Dan Peningkatan Soft Skill." https://garuda.kemdiktisaintek.go.id/documents/detail/5089762

[4] Lasmi, Bayhaqi, and Suhairi, "Membangun Kerjasama Tim Yang Efekti Dalam Organisasi." https://doi.org/10.47467/dawatuna.v2i1.509

[5] Masduki and Abdurohim, *Mengasah Jiwa Kepemimpinan : Peran Organisasi Kemahasiswaan*.

[6] Juliawati, Anastasyiah, and Cindy, "Membangun Budaya Organisasi Yang Positif Untuk Mendukung Kinerja Pendidik Dan Tenaga Kependidikan." https://doi.org/10.55123/mamen.v3i2.3471

[7] Gafur, *Mahasiswa & Dinamika Dunia Kampus*.

[8] Kuai and Siththada, "Effective Strategic Management Model of University Student ' s Association in Nanchang City." https://doi.org/10.55214/25768484.v8i6.3775

conditions highlight the need for effective organizational management and institutional support so that student organizations can function optimally[9].

The Islamic Education Management Study Program Student Association (HMP-MPI) in Aceh faces similar challenges. As an organization, HMP-MPI grapples with various issues, such as declining student interest and frequent internal conflicts. Therefore, it is necessary to conduct a root cause analysis to identify appropriate solutions to resolve these issues. The application of RCA in student organizations, such as HMP-MPI Aceh. The most prominent aspect in student organizations is the need to strengthen transformational leadership and effective communication to prevent recurring conflicts.

Root Cause Analysis (RCA) is recognized as one of the analytical tools capable of solving problems by addressing their root causes. RCA is a problem-solving method frequently used in organizations[10]. In addition, RCA can also improve efficiency, reduce costs, and prevent recurring issues, thereby creating a more productive and effective work environment[11].

Root Cause Analysis is a systematic approach to identifying the underlying causes of organizational problems—rather than just their surface symptoms—thereby enabling sustainable solutions. This method is widely used across various sectors, including higher education, to address issues such as declining participation among student organization members[12]. In the context of a student association for an academic program, RCA can help identify factors such as ineffective internal communication and leadership weaknesses as the root causes of declining student interest in joining.

In RCA, several key techniques are used, including the 5 Whys, which traces the root cause by repeatedly asking "why" until the root of the problem is reached; this is effective for linear analysis of a single issue. This technique has proven effective in identifying four dominant root causes in cases of student plagiarism, such as the desire to graduate quickly and a lack of motivation to study, which are similar to internal conflicts within student organizations. In college student organizations, the 5 Whys revealed that unclear goals for student leaders and a lack of a performance evaluation system were triggers for a loss of member trust[13].

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[9] Yousefi, Devi, and Shuib, "Organizational Stress Indicators and Influence on Academic Performance in Private Universities among Academic Personnel." 10.13189/ujer.2020.081401

[10] Barsalou, *Root Cause Analysis A Step-By-Step Guide to Using the Right Tool at the Right Time*.

[11] Fu et al., "Leveraging Multi-Agent Framework for Root Cause Analysis." https://doi.org/10.1007/s40747-025-02096-0

[12] Pacheco and Witte, "Root Cause Analysis Research Summary Root Cause Analysis Research Summary." https://doi.org/10.20473/jphrecode.v6i1.31556

[13] Myszewski, "On Improvement Story by 5 Whys"; Romo, Vick, and Quilizapa, "Fishbone Diagram & The 5 Whys." https://doi.org/10.1108/17542731311314863

In addition to the 5 Whys analysis, the fishbone diagram is also used for root cause analysis. At this stage, stakeholders categorize the causes of the problem into the 6 M's—people, machinery, methods, materials, environment, and measurement—to facilitate a comprehensive and collaborative team analysis. This diagram's strength lies in its visualization, which facilitates brainstorming and reveals relationships among complex causes—such as weaknesses in leadership competence and a lack of training within the organization.[14].

RCA integration can be understood as using the 5 Whys to identify the root cause, the fishbone diagram for analysis, and the Pareto chart to determine which issues should be prioritized. Together, these form a holistic framework for addressing chronic disruptions such as student role conflicts.

Several previous studies have confirmed that student organizations face significant challenges that can hinder their ability to function effectively as agents of social change and student personal development[15]. Role conflicts that arise when students must balance their academic responsibilities with their organizational roles often cause stress, reduce their focus on studying, and negatively impact their academic performance[16]. In addition, external pressures such as a lack of public trust and other issues are further exacerbating this crisis[17]. Therefore, effective organizational management is necessary[18]. Transparent internal organizational management and institutional support to maintain a balance of roles, reduce stress, and restore student organizations as effective and trusted learning spaces and platforms for social change for all groups[19].

This study aims to fill a gap in the literature, which has not yet conducted an in-depth examination of the RCA method in resolving conflicts at the HMP-MPI in Aceh. The primary focus of this study is to analyze problems within the HMP using RCA. Specifically, this study seeks to answer the following questions: (1) How is the 5 Whys technique used to identify the

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[14] Al-Zwainy and Mezher, "Diagnose the Causes of Cost Deviation in Highway Construction Projects by Using Root Cause Analysis Techniques"; Reilly et al., "Use of a Novel, Modified Fishbone Diagram to Analyze Diagnostic Errors." https://doi.org/10.1007/s13369-017-2850-2

[15] Cahya et al., "The Influence of Student Organizations , Role Conflict, and Self-Regulation on Students ' Academic Achievement." https://doi.org/10.62951/ijsie.v2i4.421

[16] Ziems, "Balancing Multiple Roles : A Re-Examination of How Work Impacts Academic Performance for Community College Students." http://purl.fcla.edu/fcla/etd/CFE0006619

[17] Gassman and Beck, "Creating Intentional Paths to Citizenship : An Analysis of Participation in Student Organizations."

[18] Bucăţa, "The Challenges of Organizational Management."

[19] Nurdiyanti, Masitoh, and Nurkhbatillah, "The Foundation of Islamic Education Manangement Development from KH M Tholhah Hasan's Perspective." https://ejournal.unuja.ac.id/index.php/icesh/article/view/7743/2762

root causes of problems? (2) How is the fishbone diagram used to group problem causes? (3) How is the Pareto chart used to identify the most influential causes of problems? The findings of this study are intended to strengthen RCA theory and serve as a strategic guide for HMPs in resolving organizational issues. The application of RCA can uncover sources of conflict and organizational weaknesses, as well as formulate data-driven solutions that can be strategically implemented. RCA can also serve as a tool for broad organizational change.

**Method**

This study employs a mixed-methods approach. This approach integrates quantitative and qualitative methods to gain a more comprehensive understanding of the phenomenon under study within the HMP-MPI organization in Aceh.[20] The location of this study has been intentionally obscured to uphold research ethics standards. Maintaining the confidentiality and anonymity of the study location is a common practice to protect participants' privacy and safety and to uphold ethical standards.[21] This practice is important in the context of sensitive research where disclosure of location could result in harm or exploitation of participants.[22]

Qualitative data was collected through in-depth interviews with 6 key informants who were purposively selected.[23] These informants consisted of HMP members who played key roles in the organization's operations, namely the HMP Chair, the Head of Public Relations, the Head of Sports, the Head of Education and Recruitment, the Head of Information and Communications, and the Head of Religious Affairs. Additional informants were recruited using snowball sampling,[24] based on information from key informants who have direct knowledge and experience regarding the performance of the HMP. Furthermore, the quantitative data for the Pareto chart was collected through a survey distributed to the executive board of the HMP-MPI at UIN Ar-Raniry in Banda Aceh.

[20] Creswell, *Research Design, Pendekatan Metode Kualitatif, Kuantitaif, Dan Campuran*.

[21] Turin et al., "Research Ethics: Overcoming the Exploitative Dynamic Through Ethical Research." https://doi.org/10.3329/bsmmuj.v18i2.79016

[22] Johnsson et al., "Making Researchers Moral: Why Trustworthiness Requires More Than Ethics Guidelines and Review." https://doi.org/10.1177/1747016113504778

[23] Tongco, "Purposive Sampling as a Tool for Informant Selection." https://ethnobotanyjournal.org/index.php/era/article/view/126

[24] Naderifar, Goli, and Ghaljaie, "Snowball Sampling: A Purposeful Method of Sampling in Qualitative Research." http://dx.doi.org/10.5812/sdme.67670

Table 1. List of informants

| Informant Category | Total | Criteria |
|---|---|---|
| Head of HMP | 1 | Has knowledge and experience in managing an organization |
| Head of Public Relations | 1 | Possesses communication skills and experience in managing an organization |
| Head of the Sports Department | 1 | Active and significantly involved in the organization |
| Head of the Education and Member Recruitment Division | 1 | Active and significantly involved in the organization |
| Head of Information and Communications | 1 | Active and significantly involved in the organization |
| Head of Religious Affairs | 1 | Active and significantly involved in the organization |

In addition to interviews, data collection methods also include document analysis. The documents reviewed include official HMP reports, activity records, and meeting minutes, which provide a contextual and historical overview of events within the organization. This document analysis reinforces the data obtained from the interviews.[25] Meanwhile, quantitative data was collected through a survey distributed to 105 students serving as officers of the HMP-MPI in Aceh.

Qualitative and quantitative data were then analyzed using the Root Cause Analysis (RCA) theory. RCA is a structured approach that can identify surface symptoms and trace the root causes of problems using 5 Whys analysis techniques such as the Fishbone Diagram and the Pareto Chart. By using RCA, organizations can resolve temporary issues and build more adaptive and sustainable management systems.[26] This method helps organizations understand the root causes of problems and enables them to implement continuous improvements.

The 5 Whys data and the fishbone diagram were analyzed qualitatively. Next, the Pareto chart data was analyzed quantitatively using percentage (%) calculations.

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[25] Leavy, *The Oxford Handbook of Qualitative Research (2nd Edn)*.

[26] Wolniak, Gajdzik, and Grebski, "The Usage of Root Cause Analysis (RCA)." http://dx.doi.org/10.29119/1641-3466.2023.190.15

$$\text{"Percentage"} = \frac{\text{"Frequency of each factor"}}{\text{"Total frequency"}} \times 100$$

Cumulative Percentage (%)

$$\text{"Percentage"} = \frac{\text{Frequency of each factorr}}{\text{Total frequency}} \times 100$$

**Results and Discussion**

**A. Research Findings**

Implementation of Root Cause Analysis (RCA) at HMP-MPI in Aceh

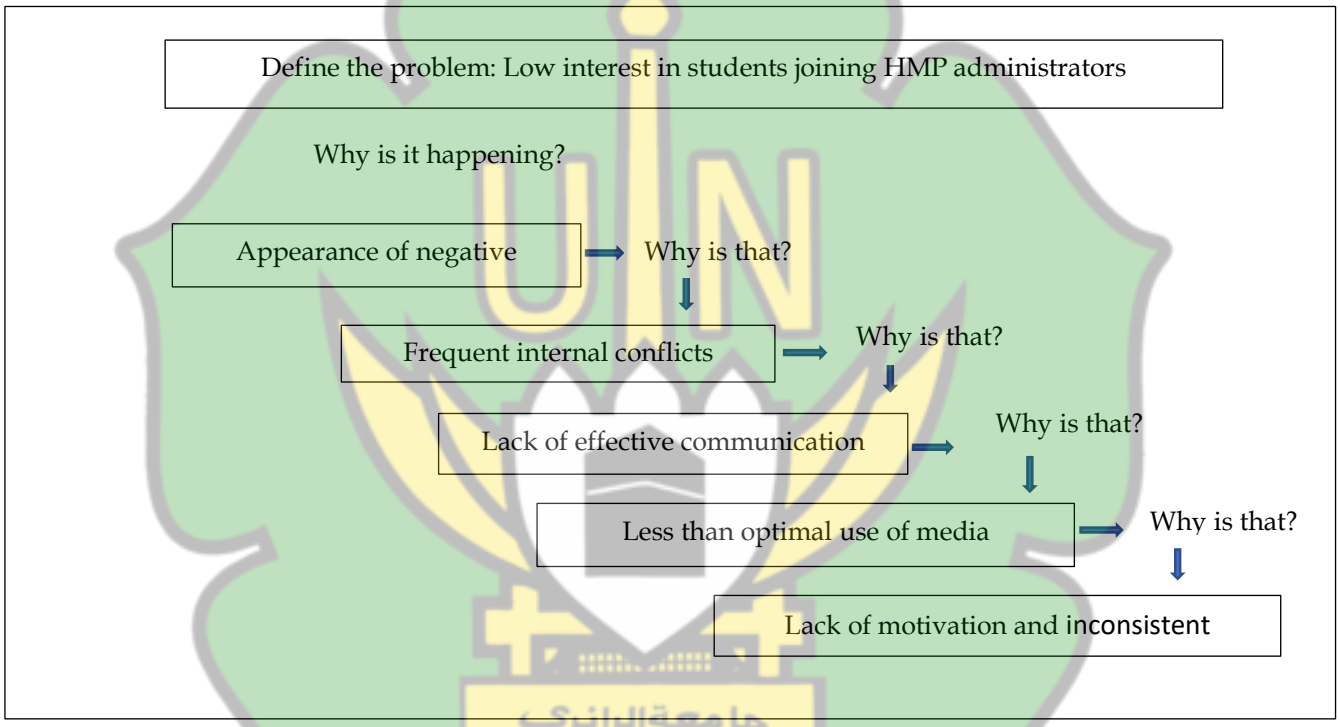
The RCA process is carried out in several stages and involves technical analysis to thoroughly identify the root cause of a problem. The first stage is the 5 Whys technique, which aims to trace the root cause by repeatedly asking "why" until the primary source of the problem is identified. The second stage, the fishbone diagram, is used to group causal factors into systematic categories. And the third stage—the Pareto chart—is used as a tool to prioritize the most significant contributing factors based on the 80/20 principle. The following section will explain the findings of an in-depth study on the application of these stages in the context of root cause analysis.

a. The 5 Whys Technique

The findings of this study indicate that the informants reported using the 5 Whys technique to explore the root causes of problems. Problem identification was carried out by repeatedly asking "why" until the root cause was identified. The following figure illustrates the results of in-depth interviews with HMP-MPI executives in Aceh. The researcher asked why there were problems within the HMP-MPI organization. The problem was identified as a decline in student interest in becoming HMP-MPI executives.

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*Figure 1. Results of the 5 Whys Interview Technique*



Based on the above findings, it is evident that the issue of low student interest in joining the HMP-MPI executive board is not caused by a single factor, but rather by a series of interrelated issues involving student perceptions, internal organizational dynamics, and weaknesses in the communication system. First, it was noted that the emergence of negative comments served as the initial trigger for a loss of trust from external parties, leading to a decline in student interest in joining the HMP executive board. This picture indicates that HMP MPI has not yet been able to project an organizational image that supports students' personal development needs. Upon further examination, the causes of these negative perceptions are closely linked to the organization's internal dynamics. Informants noted that internal conflicts occur frequently and are often even heard by students outside the organization. This situation has created a negative stigma surrounding HMP MPI and has influenced students' perceptions of the organization.

This problem is further exacerbated by an ineffective internal communication system. Informants revealed that communication channels are not used optimally and are not utilized on a regular basis. Communication is often one-sided, information is conveyed late, and meetings are ineffective. Additionally, the organization's social media is underutilized, cross-departmental communication is weak, and most communication relies solely on in-person group discussions. A lack of feedback and poorly managed disagreements further complicate these communication issues.

The results of the above analysis indicate that the low level of student interest in becoming HMP MPI officers is primarily due to internal issues. Ineffective communication triggers internal conflicts; these conflicts create negative perceptions, and these negative perceptions ultimately reduce students' interest in joining. Therefore, increasing student interest requires more than just promotion or encouragement; it necessitates a restructuring of internal communication, strengthening of the organizational structure, improved succession planning, and the creation of a healthier and more supportive organizational culture.

Based on field observations, it was found that there are several significant internal issues, such as unclear work programs, a lack of communication regarding the organizational structure, and irregularities in member meetings. These issues have led to a strained relationship between the organization's chairperson and members, dissatisfaction with the performance of the executive board, and a lack of effective coordination and communication among members. Furthermore, the executive board's lack of management and communication skills, coupled with an uneven distribution of workloads, has further exacerbated the situation.

b. Fishbone Diagram

This Fishbone Diagram groups causes into categories such as people, machinery, methods, materials, environment, and measurement (6M). following is an overview of the causes of the problems identified by the researcher based on interviews with several informants, namely:

Figure 2. Causal Factors in the Form of a Fishbone Diagram



The following table summarizes the results of in-depth interviews with HMP-MPI officials in Aceh. The researcher posed questions using the Fishbone Diagram method.

***Table 2. Interview Results on the Use of Fishbone Diagrams for Causal Factors***

| **Report** | **Indicator** | **Informant Statements on Causal Factors** |
|---|---|---|
| Chairperson of the HMP-MPI Organization 2025 | People | Weak leadership skills, lack of self-confidence, lack of experience, lack of integrity |
| | Method | Lack of personal development programs and leadership training |
| | Environment | Internal communication is ineffective, and there is a lack of strong support from fellow administrators |
| | Measurable | In recruiting members, HMP-MPI has not yet used appropriate assessment tools, resulting in many members who do not meet the required competencies. |
| | System | There are no structured recruitment and management training procedures. |
| Head of the Public Relations Department | People | Lack of communication and organizational management skills; lack of motivation |
| Head of the Religious Affairs Department | Method | Unclear division of responsibilities |
| Head of the Sports Department | Environment | Lack of support from fellow administrators |
| Head of Other Departments | Measurable | No clear management performance evaluation system |
| | System | No guidelines regarding member recruitment and specialized training for members |

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The results of the above interviews indicate that the main factors contributing to the problem are management's weak leadership skills, lack of self-confidence, and a need to improve their experience and integrity. In terms of methodology, HMP Aceh already has a training and development program, but it is not being utilized to its full potential by management. Additionally, an unclear division of responsibilities hinders work effectiveness. The internal environment of the organization is also less than ideal due to ineffective communication and a lack of solid support among management, which leads to conflicts among members.

In terms of measurement, there is currently no clear management performance evaluation system or appropriate assessment tools for member recruitment, resulting in frequent mismatches in competencies. The organizational management system is also not well-structured, as evidenced by the lack of clear recruitment and training procedures for new officers and members. These causes are closely interrelated and contribute to internal organizational problems that have led to a decline in student interest in actively participating in the management of the HMP.

c. Use of the Pareto Chart

A Pareto chart is one method that can be used to identify the causes that have the greatest impact on a problem. The following table illustrates the results of a simple survey of HMP-MPI student council members at UIN Aceh. The researcher presented five statements regarding the most influential causes of the decline in student interest in joining the HMP-MPI student council.

***Table 3. Results of the Pareto Chart on Usage Aspects***

| **Key Factors** | **Type of Problem** | **Frequency** | **Percentage** | **Cumulative percentage** |
|---|---|---|---|---|
| First factor | Weak leadership skills, lack of self-confidence, lack of experience, lack of integrity | 24 | 22,8 | 22.8 |
| Second factor | Lack of personal development programs and leadership training | 29 | 27,6 | 50,4 |
| Third factor | Ineffective internal communication, lack of solid support from fellow administrators; | 13 | 12,3 | 62,7 |
| Fourth factor | In recruiting HMP-MPI members, appropriate assessment tools have not been used, resulting in many members who do not meet the required competencies; | 18 | 17,1 | 80 |
| Fifth factor | No structured recruitment and management training procedures; | 21 | 20 | 100 |
| | Total Frequency | 105 | | |

Based on the results of the survey above, it is evident that the Pareto chart plays a crucial role in identifying and prioritizing the most frequent or high-impact issues or root causes. By using the Pareto chart, organizations can focus their problem-solving efforts on the most significant issues, thereby making the use of time and resources more effective and efficient. The Pareto chart helps improve focus and effectiveness in the problem-solving process, ensuring that the solutions implemented yield optimal results.

The first factor:24/105×100=22,8%

The first factor contributing to the decline in student interest in becoming HMP officers is weak leadership skills, including a lack of self-confidence, limited experience, and low integrity. For this first factor, there is no comparative data between past and current levels. There is only one factor, which accounts for 22.8% of the total.

The second factor = 22,8 + 27,6 = 50,4

Based on the results of the above analysis, it is evident that two main factors—namely, weak leadership competencies, including a lack of self-confidence, limited experience, and low integrity, as well as a lack of self-development programs and leadership training—account for 50.4% of the total causes of the decline in student interest in joining organizations. These figures confirm that more than half of the problems stem from these aspects, making them the primary focus of the subsequent RCA analysis.

The third factor = 50,4 + 12,3 = 62,7

Based on the analysis, the addition of a third factor—namely, ineffective internal communication and insufficient support from fellow executives—increased the cumulative contribution to 62.7%. This figure indicates that more than half of the root causes of the problem stem not only from weak leadership competencies and a lack of training, but are also exacerbated by a poorly functioning internal communication system. Ineffective communication leads to suboptimal coordination, miscommunication among management, and a decline in organizational solidarity.

The fourth factor = 62,7 + 17,1 = 80

The addition of a fourth factor—a recruitment process that does not utilize appropriate competency assessment tools, resulting in new hires who do not align with the organization's needs—contributes a cumulative 80% to the overall issue. This score indicates that the primary root cause of the declining interest among students in joining stems from managerial aspects related to human resource quality and the selection process. Inappropriate recruitment leads to role mismatches, poor managerial performance, and the emergence of internal conflicts due to competency gaps. This situation exacerbates the organization's condition and further diminishes students' interest in serving as officers.

The fifth factor = 80 + 20 = 100

The fifth factor, the absence of structured recruitment and management training procedures, brings the total causes to 100%. This factor underscores that the lack of clarity in the organizational system, particularly regarding recruitment SOPs and training mechanisms, is the most fundamental root cause affecting the organization's overall performance. Without structured procedures, the development process is ineffective, management quality is inconsistent, and a strong work culture fails to take root.

Based on the results of the prioritization of issues using the Pareto analysis above, the organization needs to focus its improvement efforts on

enhancing management leadership competencies and developing effective training programs. This is essential to address the primary causes of declining student interest in the organization. By focusing on resolving these two key factors, the use of time and resources can be made more efficient, and the results of the improvements can be maximized.

**B. Discussion**

Based on the research findings, it was determined that the implementation of the Root Cause Analysis (RCA) method at the HMP-MPI Aceh organization was conducted in a structured and collaborative manner. The RCA process began with data collection, followed by in-depth discussions to identify the root causes of the problem, the development of solutions, and finally an evaluation to prevent the problem from recurring. Implementation techniques such as the 5 Whys are effectively used to systematically uncover the root causes by asking "why" questions in sequence, while the Fishbone Diagram helps classify causes into structured categories so they can be easily analyzed with the team. Meanwhile, the Pareto Chart is used in the process of prioritizing the most impactful issues so that the organization's resources can be allocated efficiently.

Using a Pareto chart, it was found that the cumulative percentage of the first and second factors totaled 50.4%, which is a combination of weak leadership competencies (22.8%) and a lack of personal development and leadership training programs (27.6%). This cumulative score indicates that more than half of the primary causes of the declining interest among students in joining the HMP-MPI executive board stem from these two fundamental factors. The first factor highlights fundamental weaknesses in the individual qualities of the executive members, such as low self-confidence, lack of experience, and weak integrity. Meanwhile, the second factor indicates that these weaknesses are not offset by adequate training programs to enhance leadership capacity and personal development. In other words, the shortcomings in the first factor are further exacerbated by the lack of systematic mentoring mechanisms for the second factor.

Based on the cumulative percentage calculation of the second and third factors, a score of 62.7% was obtained, derived from the sum of the percentage reflecting the lack of self-development programs and leadership training (50.4%) and the lack of effective internal communication and solid management support (12.3%). This cumulative score indicates that these aspects are among the primary causes of the declining interest among students in joining HMP-MPI. This suggests that the lack of leadership training and weak internal communication have had a significant impact on the quality of the organization. The absence of adequate training hinders management development, while weak internal communication leads to poor coordination. Together, these two factors weaken the organization's appeal in

the eyes of students and represent priorities for improvement that require immediate intervention.

Furthermore, the cumulative percentage for the third and fourth factors was 80%, derived from the sum of ineffective internal communication (62.7%) and inaccuracies in the recruitment process due to the lack of competency assessment tools (17.1%). This percentage indicates that nearly one-third of the issues stem directly from weaknesses in the communication system and non-standardized recruitment mechanisms. Ineffective internal communication results in information not being conveyed properly, while non-competency-based recruitment leads to members who do not align with the organization's needs. The combination of these two factors exacerbates internal dynamics and erodes students' trust in the professionalism of HMP-MPI. Therefore, improving the recruitment system and strengthening communication are crucial steps in enhancing organizational performance.[27]

The cumulative calculation of the fourth and fifth factors yields a figure of 100%, derived from the sum of the percentage of recruitment inaccuracies resulting from the absence of competency assessment tools (80%) and the absence of structured recruitment and management training procedures (20%). This figure indicates that more than one-third of the causes of the problems lie in the disorganization of the organization's recruitment and training systems. The absence of recruitment SOPs results in the hiring of members without clear competency benchmarks, while unstructured management training processes hinder internal capacity development. The combination of these two factors results in low management quality and a weak organizational foundation, which directly impacts the image of HMP-MPI in the eyes of students. Thus, improving the recruitment system and developing a systematic training framework are urgent needs to enhance the organization's effectiveness.

This study is consistent with research conducted by other researchers, which found that the use of RCA is highly effective in identifying the causes of complaints among inpatients at Surabaya Islamic Hospital. By using RCA, the hospital can easily resolve operational issues.[28] From this, we can see that RCA is not limited to organizations that are primarily educational institutions. Rather, RCA can be applied to any organization or institution, particularly when addressing issues specific to each one.[29]

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[27] Rizki and Ulfa, "Challenges and Solutions of Philosophy in Islamic Studies in the Contemporary Era." https://doi.org/10.69548/d-jess.v3i2.54

[28] Adriansyah, Setianto, and Lukiyono, "Proactive Method for Identification and Handling of Patient Complaints with Root Cause Analysis in Surabaya Islamic Hospital." https://doi.org/10.1177/22799036231208357

[29] Kurnia and Prasetyo, "Pengaruh Kepemimpinan Kharismatik Dan Budaya Organisasi Terhadap Sistem Pendidikan Pesantren Ulumuddin Kota Lhokseumawe." https://doi.org/10.54396/alfahim.v6i1.924

The main difference in this study lies in the context of its application. In volunteer student organizations, the success of RCA depends heavily on active collaboration among members and an atmosphere conducive to open discussion. In contrast, in formal institutions such as hospitals, RCA focuses more on resolving technical and procedural issues through structural means without necessarily taking into account intense social dynamics.[30] This indicates that the implementation of RCA must be tailored to the organization's characteristics.[31]

The results of this study indicate that the combination of RCA tools—namely the 5 Whys, Fishbone Diagram, and Pareto Chart—provides a comprehensive framework for root cause analysis, ranging from identifying root causes to prioritizing them. The RCA strategy has proven to help organizations explore the key factors underlying the issues, namely weak leadership competencies, a lack of development training, and ineffective communication. These two main factors contribute to more than 50% of the problem of declining interest among members in becoming administrators. A collaborative and structured approach to RCA can also improve transparency, accountability, and the effectiveness of organizational management.[32]

Based on the discussions above, it can be concluded that this study reinforces the theory that RCA is an effective method for resolving organizational problems by thoroughly investigating the root causes, using the simple yet systematic "5 Whys" technique, structured Fishbone Diagrams, and Pareto Charts to prioritize issues. The implementation of RCA within the HMP-MPI organization demonstrates that the success of this method depends on active member participation, an open discussion environment, and strict oversight. This study makes an important contribution to the development of Islamic educational management, particularly within student organizations, by demonstrating that RCA can serve as a tool for enhancing organizational transparency, accountability, and effectiveness through sustainable and adaptive solutions.

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**Conclusion**

Based on the research findings, it can be concluded that the application of Root Cause Analysis (RCA) through the 5 Whys Technique, Fishbone Diagram, and Pareto Chart is effective in identifying the root causes of problems within the HMP-MPI Aceh organization. The 5 Whys technique revealed that the declining interest of students in becoming HMP executives was caused by a series of interrelated factors, such as negative perceptions, internal conflicts, weak effective communication, as well as inconsistency and a lack of motivation in the use of communication media. The Fishbone Diagram then grouped these causes into the categories of human, method, environment, measurable, and system, indicating that weak leadership and organizational system deviations are the dominant factors. Meanwhile, the Pareto analysis shows that two main factors—weak leadership competencies and a lack of training programs—account for 50.4% of the total root causes of declining student interest, followed by ineffective internal communication, inaccurate recruitment, and the absence of training SOPs, which together account for 100% of the causes of the problem. Thus, all research questions were systematically addressed through the use of RCA as the primary tool for root cause analysis.

The contribution of this study to the development of the HMP-MPI Aceh organization lies in the demonstration of RCA as a means to improve the governance of student organizations in an adaptive and sustainable manner, as well as to enhance transparency, accountability, and the effectiveness of organizational management through a systematic and participatory approach to root cause analysis. These results underscore the importance of leadership competency development and effective training programs as key strategies for strengthening student organizations as platforms for fostering student character and leadership.

This study is significant from a practical standpoint because it provides concrete guidance for student organizations on how to identify and resolve internal issues in a sustainable manner. The use of RCA enables organizations to understand the apparent root causes of problems, as well as to uncover previously hidden and complex root causes.

This study has a limitation in that it focuses on only one organization, namely HMP-MPI in Aceh; consequently, the results are limited in terms of their generalizability to other student organizations with different characteristics. Therefore, further research is needed that involves more organizations from various regions or institutions in order to obtain more comprehensive generalizations of the results. In addition, Further research could explore the effectiveness of implementing improvement programs following the application of RCA, such as through a longitudinal evaluation of improvements in leadership competencies, enhanced internal communication, or the success of competency-based recruitment.

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