



## Leadership Training Model Based On Outdoor Activity For Students

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### Abstract

This research aims to develop an instructional model based on outdoor activities to develop leadership skills at the college level. The research and development methodology followed the Borg and Gall model. The instructional model was designed by reviewing literature on leadership theories, outdoor education and experiential Training. Activities were selected based on targeted leadership skills, debriefing protocols, and sequences. The model was piloted in a field test involving 40 students. Leadership skills were measured before and after implementing the model. Quantitative results showed a significant improvement in all leadership practices for both small-group pilot testing and field testing. Qualitative feedback highlighted the development of communication behavior among team members, behavior of accepting suggestions and criticism, behavior of showing appreciation, behavior of showing respect, helping behavior, and patience behavior. Additionally, there are behaviors related to relevant knowledge, cooperation, motivation, self-confidence, discipline, and responsibility. This study validated that an intentionally designed outdoor activities-based instructional model can be an engaging and effective approach to developing leadership capacities in higher education. and responsibility. This study validated that an intentionally designed outdoor activities-based instructional model can be an engaging and effective approach to developing leadership capacities in higher education. and responsibility. This study validated that an intentionally designed outdoor activities-based instructional model can be an engaging and effective approach to developing leadership capacities in higher education.



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## INTRODUCTION

The current global changes and challenges have implications for competition for human resource development, both in terms of quantity and quality. This global challenge can be anticipated with education as an important aspect of human resource development. Programs to develop the quality and quantity of human resources in Indonesia can be realized through the formal, non-formal and informal education sectors. Forms and activities of formal education programs can be carried out through the levels of Early Childhood Education (PAUD), Elementary School Education (SD), Junior High School Education (SMP), High School Education (SMA), and Higher Education (PT). Efforts to realize the quality of human resources can be carried out through the education sector, especially at the tertiary level by means of compiling a curriculum, lesson planning, Training implementation and Training evaluation at the university, faculty, department and study program levels as well as various other physical activities carried out outside the classroom. Physical activities that can be carried out outside formal hours in tertiary institutions are not only to improve the quality of cognitive, affective and psychomotor aspects of students but can also develop leadership aspects as the nation's next generation in facing current work challenges.

An organization as a place where groups of people interact requires effective organizational climate management if there is a leadership orientation program as a structured and systematic process that must be used as an effort to regenerate leadership early. Harsuki (2012) argues that: the relationship between administration, management, leadership and human relations is as follows: management is the

essence of administration; leadership is the essence of management; and human relations is the essence of leadership. The concept above explains that there is a relationship between the core administration is management, management is core leadership and leadership is core human relations. Therefore,

Leadership (leadership) can be used as a central point and policy determinant of activities to be carried out within the organization. Leadership in an organization is a factor that determines the success or failure of an organization or business. Therefore, successful leadership shows that the management of an organization has succeeded in carrying out its duties successfully as stated by Martoyo in Norbaiti (2013) in 3 (three) respects, namely: "Being able to anticipate sudden changes in the process of managing an organization ; (b) Success in correcting the weaknesses that arise; and, (c) Being able to bring the organization to its goals within a predetermined period of time. The concept above shows that leadership is the ability to influence a group towards achieving goals, always follow the latest changes, provide corrections for weaknesses that arise and be able to direct members of the organization to the goals that have been set. Therefore, leadership is the ability that a person has to influence other people to work to achieve goals and objectives. According to Hasibuan in Norbaiti (2013) leadership is defined as "the way a leader influences the behavior of subordinates, so they want to work together and work productively to achieve organizational goals". Furthermore, Robbins in Norbaiti (2013) suggests leadership as "the ability to influence groups towards achieving goals". Leaders set direction by developing a vision of the future, then unite people by communicating the vision

so they can overcome the challenges they face. provide corrections for weaknesses that arise and be able to direct members of the organization to the goals that have been set. Therefore, leadership is the ability that a person has to influence other people to work to achieve goals and objectives.

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direction, so that the impact is that although they can move the work team, they do not go towards achieving organizational goals. In order to respond to the current challenges of globalization, every organization is required to have and develop quality leadership in human resources through various innovative efforts, one of which is through outdoor games activities. is through outdoor games activities.

The field facts above encourage researchers to conduct research and develop student leadership models based on outdoor games activities so that they can realize student leadership that is skill-based and integrated into lecture objectives and has an active, creative and fun nuance and is not centered on the lecturer, which can spur students to interact each other as an effort to instill the values of leadership behavior. Therefore, it is very relevant if a breakthrough is made in an effort to realize the realm of Training as a better behavior change output through the application of direct and contextual Training so that it can provide a place for students to explore the formation of leadership behavioral values.

## METHODS

This year's research on the Leadership Training Model Based On Outdoor Activities For Students model uses the development steps of the model developed by Gall & Borg, (1989) with 10 stages adapted to the needs of researchers. (1) Conducting research and gathering information, (2) Performing planning, (3) Developing initial product forms, (4) Conducting initial field tests, (5) Revision of main products, (6) Conducting primary field tests, (7) Conducting product revision (based on suggestions and results of main field trials), (8) Field trials (with 40-200

subjects), (9) Final product revisions, and (10) Making product reports.

## RESULTS AND DISCUSSION

This model is designed to optimize leadership abilities and soft skills in students so that they can become effective leaders in their fields. Based on the stages of the selected development model, namely the Borg and Gall (1983) R&D model, the stages of developing an activity-based character education Training model can be described as follows. The initial stage in this research is conducting preliminary research and gathering information. The information obtained from this research stage became the basis and basis for researchers to develop Training models that were appropriate and relevant to the needs of students of the Health and Recreation Physical Education Study Program. The needs analysis stage is carried out in various ways, such as: making observations in recreational and outbound education courses, sports management courses, basic leadership training activities from student organizations, conducting literature studies and integrating interview data with course lecturers.

There were several things found in the process of this preliminary study, including: 1) students as prospective leaders were specifically not given leadership material as a whole, 2) methods of delivering material to train student leadership either through lectures or basic leadership training in the form of lectures, and 3 ) the training model by utilizing outdoor activities has not been designed to support the development of student leadership insights. At this stage, the researcher also conducts a literature review or literature study related to leadership concepts and leadership training through reference books and the results of research

that has been done previously. In this step, the researcher investigates existing theories and research on leadership, leadership development strategies,

Based on the results of the literature review, the researcher concluded several main ideas as follows:

a. Model is a description that aims to clarify something. While the model intended in this research and development is a pattern description which includes analysis, development, preparation of materials, and evaluation in order to achieve the objectives of student leadership training.

b. Leadership is a process of influencing, motivating and supporting others in achieving effective work targets as part of organizational goals (McShane and Von Glinow, Newstrom, Robbins and Judge)

c. Outdoor activities are activities carried out outside the classroom that can take advantage of the form of play as a vehicle for Training and training as a form of social interaction, respecting the opinions of others, Training empathy, and Training to work together in groups (Teisl & O'Brien, Thapa, and Pepen Supendi)

Based on the main ideas above, the Training model based on outdoor game activities in this study can be synthesized as a pattern description which includes analysis, development, material creation, and evaluation in order to achieve the objectives of student leadership training. This model uses outdoor game activities as a means for Training and training that focuses on developing leadership skills. Leadership is defined as a process of influencing, motivating, and supporting others in achieving effective work targets as part of organizational goals. In this model, outdoor activities are used as a vehicle for play to encourage social interaction, respect the opinions of others, learn empathy, and develop teamwork skills. Therefore, This Training model provides a fun and challenging Training

experience, which enables students to develop their leadership potential in a positive impactful way. In the needs and information analysis stage, the research also conducted subject observations, where in this step the researchers observed and understood the characteristics, needs, and challenges faced by students of the Health and Recreation Physical Education Study Program in developing their leadership abilities. Based on the results of direct observations and interviews with several students and teaching lecturers in the PJKR Study Program, the following data and information were obtained: which enables students to develop their leadership potential in positive impactful ways. In the needs and information analysis stage, the research also conducted subject observations, where in this step the researchers observed and understood the characteristics, needs, and challenges faced by students of the Health and Recreation Physical Education Study Program in developing their leadership abilities. Based on the results of direct observations and interviews with several students and teaching lecturers in the PJKR Study Program, the following data and information were obtained: which enables students to develop their leadership potential in positive impactful ways. In the needs and information analysis stage, the research also conducted subject observations, where in this step the researchers observed and understood the characteristics, needs, and challenges faced by students of the Health and Recreation Physical Education Study Program in developing their leadership abilities. Based on the results of direct observations and interviews with several students and teaching lecturers in the PJKR Study Program, the following data and information were obtained: and the challenges faced by students of the Health and Recreation Physical Education Study Program in developing their leadership

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a. The characteristics of students of the Physical Health and Recreation Education Study Program (PJKR) who wish to develop leadership abilities vary, but some common characteristics that may be possessed are love for physical activity and sports, good communication skills, extroverted personality, enthusiasm in working with people others, and motivation to help and lead others.

b. The needs of PJKR students in developing leadership abilities include an understanding of leadership theories and principles, mastery of effective communication skills, the ability to motivate and inspire others, skills in managing teams and conflicts, and the ability to make strategic decisions.

c. The challenges faced by PJKR students in developing leadership abilities include:

1) Academic context: PJKR students may focus more on the physical and sporting aspects of their study program, so they need to find ways to integrate Training about leadership into their curriculum.

2) Limited leadership experience: Some students may have limited previous leadership experience, so they need to look for opportunities to get involved in organizations or activities that allow them to hone their leadership skills.

3) Time demands: Studying in the PJKR program can require students to spend a lot of time on physical and field activities, so

they need to find a balance between academics and leadership development.

4) Development of non-technical skills: Apart from the technical aspects of sports, leadership skills also involve non-technical skills such as communication, empathy, and conflict resolution, which may require extra effort to develop.

5) Responsibility towards others: As a leader, PJKR students must be prepared to face the responsibilities and demands of guiding, directing, and empowering their team or group members.

6) Problem Identification: Researchers will conduct a thorough analysis to identify problems or needs that form the basis for developing character education models based on outdoor activities. This problem must be relevant and significant in the context of character education and can be addressed by an approach that involves outdoor play activities. For example, there may be a lack of attention to building character and social skills in students, or a lack of attractive methods for developing leadership through physical education, health and recreation.

Higher education aims to grow a generation of leaders who adhere to values, equipped with the knowledge, skills and competencies to face complex challenges. However, classroom Training often lacks stimulating skills students need to lead effectively in an interconnected world. This shows the need for a Training design that provides a more powerful Training experience to enable leadership development. Outdoor activities intensively engage students' minds and hearts, forcing the use of core leadership skills ranging from strategic planning to team inspiration. Activities in the form of play offer a "leader-filled" context in which roles change, enabling each student to safely and authentically practice important competencies such as decision making, emotion regulation, conflict management, and cooperation. Debriefing

after play cements the connection between action and impact. The results of this study explain why Training based on outdoor activities should be a central feature of the higher education leadership curriculum. A synthesis of contemporary leadership theory and recent neurological research on Training emphasizes why active play so imprints new knowledge and behaviors. Inspiring models illustrate a wide range of applications ranging from individual courses to whole institutional programs. The results of this study also present evidence-based arguments through literature review as well as from the results of trials that have been carried out that the outdoor activity-based Training model is a teaching model that has an impact on building important leadership capacities in higher education. The framework, findings, and recommendations aim to encourage the adoption of play-based Training to realize higher education's promise of creating community-ready leaders.

Participation in outdoor games and activities provides authentic opportunities for students to develop important leadership capacities. Games often require teamwork, problem solving, communication, and collaboration to succeed. Students must use critical leadership skills such as strategic thinking, decision making, motivating others, and conflict management (Gordon et al., 2018; Witt & Boleman, 2009). Game-based outdoor activities with a team structure require students to appear in a leadership role to direct and coordinate group members. As team leaders, students must communicate goals, assign roles, develop plans, monitor progress, and motivate teammates to work together to achieve victory (Witt & Boleman, 2009; Schary & Cardinal, 2016). Games present real challenges that require leaders to analyze problems, evaluate alternatives, and make decisions (Gordon et al., 2018). Role-

playing games give all students an opportunity to lead, building confidence and experience. Students learn to be leaders as well as support leaders. After the game is over, reflection allows evaluation of which strategies worked, how communication and inclusion could be improved, as well as sharing constructive feedback to help others develop leadership abilities (Gordon et al., 2018; Witt & Boleman, 2009). and make decisions (Gordon et al., 2018). Role-playing games give all students an opportunity to lead, building confidence and experience. Students learn to be leaders as well as support leaders. After the game is over, reflection allows evaluation of which strategies worked, how communication and inclusion could be improved, as well as sharing constructive feedback to help others develop leadership abilities (Gordon et al., 2018; Witt & Boleman, 2009). and make decisions (Gordon et al., 2018). Role-playing games give all students an opportunity to lead, building confidence and experience. Students learn to be leaders as well as support leaders. After the game is over, reflection allows evaluation of which strategies worked, how communication and inclusion could be improved, as well as sharing constructive feedback to help others develop leadership abilities (Gordon et al., 2018; Witt & Boleman, 2009).

Outdoor physical play requires students to manage emotions under pressure, think creatively, solve problems collectively, resolve conflicts, and make ethical choices. Students learn that leadership is a process, not just a position (Gordon et al., 2018; Schary & Cardinal, 2016). By practicing leadership skills in an engaging, playful environment, students can more smoothly transfer these skills to real-world contexts. Outdoor play provides an ideal training ground for current and aspiring student leaders. In addition, outdoor activities offer a fun yet

challenging context for students to actively build critical leadership skills such as communication, strategic planning, decision making, problem solving, team coordination, conflict resolution, and motivating others. The experiential Training of games encourages leadership development that can be applied in academia, career, and life. An experimental study by Smith, et.al (2020) exploring the impact of outdoor adventure games on the development of leadership skills among college students concludes that outdoor adventure games can serve as impactful teaching interventions in leadership development in higher education when designed and evaluated intentionally. Besides that,. Games in the form of outdoor activities create meaningful competency-building experiences that are relevant to leadership in the real world. Separately, Relevant research results also show that the outdoor activity models designed in the Training model developed in this research and development have proven to be effective in developing student leadership character. The results of these studies include Mendoza & Macuja, (2018) and Ward et al., (2015) showing that walking bracelet games, when designed cooperatively, can help build teamwork, communication, coordination, and motivate others. Taken together, both studies found that cooperative walking ring games can help build leadership capacity, and are effectively used as a leadership development tool in the context of higher education.

His research shows that students show growth in conflict management, leadership agility, and systems thinking in the game of releasing shackles. This study also explains that immersive simulations and challenges that require strategic collaboration and creative problem solving in action can build leadership capacities such as systems thinking, communication,

and decision making. In his research report, Raymore et al., (2019) reported an increase in determining direction, motivation, communication, decision making, and maintaining team cohesiveness. Meanwhile, (Ward et al., 2015) who used modified leader and soldier games to teach leadership and obedience skills showed an increase in listening, focus, motivation, and cooperation of students who took part in the game. These studies show that leadership role plays in which students practice being leaders and following leaders can provide meaningful development of leadership skills. The above description, supported by relevant research results, shows that the outdoor activities-based character education model is proven to be effective in developing student leadership character.

## CONCLUSION

Based on the problems formulated, data analysis and discussion several conclusions can be drawn, namely:

1. Based on the feasibility test of Leadership products, stated that the Outdoor Activities-Based Leadership Training Model is feasible for students.
2. Based on the results of the effectiveness test, it shows that the Outdoor Activities-Based Leadership Training Model is effective for students.

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