



THE IMPACT OF YOUTH BASIC LEADERSHIP TRAINING ON GENERATION Z'S LEADERSHIP SKILL ENHANCEMENT

DAMPAK PELATIHAN DASAR KEPEMIMPINAN REMAJA TERHADAP PENINGKATAN KETERAMPILAN KEPEMIMPINAN GENERASI Z

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Abstrak

Penelitian ini meneliti dampak Program Latihan Dasar Kepemimpinan (LDK) terhadap kepemimpinan dan anggota Generasi Z di Karang Taruna Desa Pangauban, Kecamatan Batujajar, Bandung Barat. Mengadopsi pendekatan deskriptif kualitatif, studi ini memberikan wawasan tentang pengembangan pribadi dan keterlibatan masyarakat kaum muda di sebuah setting pedesaan di Indonesia. Data dikumpulkan melalui observasi, studi dokumentasi, dan wawancara semi-terstruktur dengan 10 anggota Karang Taruna dan 5 pemimpin masyarakat, yang dipilih secara purposif. Analisis tematik dari wawancara mengungkapkan temuan signifikan: LDK secara nyata meningkatkan kepercayaan diri, kemampuan pengambilan keputusan, dan keterlibatan komunitas peserta. Ini mendorong anggota Generasi Z untuk proaktif dalam peran kepemimpinan dan kontribusi komunitas mereka. Namun, ditemukan adanya keragaman dalam efektivitas program, menunjukkan kebutuhan akan pendekatan yang disesuaikan dalam pelatihan kepemimpinan. Studi ini merekomendasikan agar program kepemimpinan pemuda masa depan menggabungkan strategi inklusif dan komunikatif, yang melayani kebutuhan beragam dari Generasi Z. Menekankan pemahaman mendalam tentang dinamika komunitas bersama dengan keterampilan kepemimpinan sangat penting untuk dampak yang berkelanjutan dan berarti dari program-program semacam Latihan dasar kepemimpinan ini.

Kata Kunci: Generasi Z, Karang Taruna; Latihan Dasar Kepemimpinan; Keterlibatan Masyarakat; Kecakapan Kepemimpinan

Abstract

This research investigates the impact of the Basic Leadership Training Program (LDK) on Generation Z's leadership skills and social engagement in Karang Taruna Desa Pangauban, Kecamatan Batujajar, Bandung Barat. Adopting a qualitative descriptive approach, the study provides insight into the personal development and community involvement of youths in a rural Indonesian setting. Data were collected through observation, document study, and semi-structured interviews with 10 Karang Taruna members and 5 community leaders, selected purposively. Thematic analysis of the interviews revealed significant findings: the LDK markedly improved the participants' confidence, decision-making abilities, and community engagement. It encouraged Generation Z members to be proactive in their leadership roles and community contributions. However, a diversity in the effectiveness of the program was noted, suggesting the need for tailored approaches in leadership training. The study recommends that future youth leadership programs incorporate inclusive and communicative strategies, catering to the diverse needs of Generation Z. Emphasizing a deep understanding of community dynamics alongside leadership skills is crucial for the sustained and meaningful impact of such programs.

Keywords: Leadership skill; Generation Z; Community Involvement; Youth Leadership Training; Youth Organization

INTRODUCTION

Leadership development in youth has been an area of significant interest in both scholarly research and practical applications within community development. The focus on cultivating



leadership skills among young individuals is underpinned by the understanding that effective leadership is crucial for the prosperity and resilience of communities (Karagianni & Jude Montgomery, 2018). In Indonesia, youth organizations such as Karang Taruna have been pivotal in this endeavor, aiming to nurture the leadership capabilities of young people to prepare them for future roles in society (Arnya et al., 2023; Rukanda et al., 2020a; Saputra et al., 2022).

Generation Z, typically defined as individuals born between 1997 and 2012, is of particular interest due to their unique positioning at the intersection of traditional influences and modern technological advancements (Christensen et al., 2018). This generation's approach to leadership and community engagement is often characterized by their digital nativity, valuing collaboration, innovation, and social responsibility (Cholifah et al., 2023; Gabrielova & Buchko, 2021; Komara et al., 2021; Setiadi et al., 2023; Sulastri & Nurhayati, 2023). Extensive literature has been dedicated to examining the factors that contribute to effective youth leadership development. According to Karagianni (2018), leadership programs for young individuals should focus on developing skills such as problem-solving, decision-making, and ethical reasoning. Murayama (2022) further emphasizes the need for programs to foster a sense of self-efficacy and community awareness among youth.

In the context of social engagement, Ballard et al. (2021) highlight that youth who participate in leadership programs often exhibit increased civic engagement and social responsibility. This engagement is not only beneficial for the individuals but also for the broader community, as noted by Coy et al. (2021), which found that communities benefit from the fresh perspectives and energy that young leaders bring. However, despite the recognized importance of these programs, there remains a gap in the literature when it comes to the qualitative exploration of their impact, particularly within the unique cultural and social settings of rural Indonesian communities. The majority of research has been quantitative in nature, focusing on measurable outcomes such as the number of participants or the frequency of their community involvement post-program (Hart, 2009). Moreover, while the literature provides general insights into the attributes of Generation Z, there is limited research specifically addressing how these attributes translate into leadership styles and community involvement within Indonesian youth organizations (Purwana, Suwatno, & Puspitasari, 2017).

The role of traditional communal practices such as "Gotong Royong," which emphasizes mutual cooperation and assistance among community members, has been studied in relation to community development. Yet, its interplay with modern leadership training programs and the resulting impact on Generation Z's leadership style remains underexplored. The literature review also explores the effectiveness of leadership development programs. Such programs must be grounded in the local context to be truly effective. This context-specific approach is particularly relevant in the Indonesian setting, where communal and collective values are integral to societal functioning. There is also a growing recognition of the need for youth leadership initiatives to be responsive to the digital and global competencies that are second nature to Generation Z (Ali et al., 2022; Musa & Nurhayati, 2021; S. Nurhayati & Musa, 2020; Setiadi et al., 2023).

This study aims to fill the gap by offering a qualitative investigation into the impact of Basic Leadership Training Program on Generation Z's leadership development and social engagement within the context of Karang Taruna Desa Pangauban. The purpose of this research is to analyze the outcomes of the Basic Leadership Training Program on Generation Z members



in terms of their leadership skills, community engagement, and practical application of the training received. It aims to contribute to the body of knowledge on youth leadership development by documenting the experiences and impacts of leadership programs in the specific socio-cultural setting of rural Indonesia.

The research questions that guide this study are: 1) How does the Basic Leadership Training program (LDK) influence the leadership skills of Generation Z participants within Karang Taruna? 2) What impact does participation in the Basic Leadership Training have on the leadership skill and social engagement and community involvement of Generation Z members? 3) In what ways do participants apply the leadership skills acquired through the Basic Leadership Training to real-life situations within their communities? The novelty of this research lies in its focus on the qualitative effects of leadership training within Karang Taruna Desa Pangauban. This study delves into the qualitative aspects, offering rich descriptions of Generation Z's experiences and the transformative role of Basic Leadership Training in their leadership journey. This research also brings a new perspective by situating the study within the Indonesian cultural context, which has its unique societal norms and traditional practices.

METHOD

The study employed a qualitative descriptive research approach to examine the effects of the Basic Leadership Training Program (LDK) on the leadership skills and social engagement of Generation Z members at Karang Taruna in Desa Pangauban, Kecamatan Batujajar, Bandung Barat. This approach facilitated an in-depth understanding of the participants' personal experiences and the program's impact within a real-life context.

The research was conducted at the Karang Taruna Desa Pangauban, recognized for its active involvement in youth leadership development and its Basic Leadership Training initiatives. A purposive sampling technique was used to select the study's informants, which included 10 Karang Taruna members and 5 community leaders. These participants were chosen based on their engagement with the LDK and their influential roles within the local community. Three primary data collection methods were employed: 1) **Observation**: Direct observations were conducted during LDK activities to gather contextual information about the interactions and behaviors of participants. 2) **Document Study**: Relevant documents, including program curricula, attendance records, and community feedback, were examined to complement the data obtained from interviews and observations. 3) **Interview**: Semi-structured interviews were the main method of data collection, allowing for an exploratory dialogue with informants. Interviews were conducted with both Karang Taruna members and community leaders to capture a diverse range of insights into the program's outcomes.

Data collected from observations, document studies, and interviews were analyzed using thematic analysis. This involved coding the data and identifying significant themes that aligned with the study's objectives. The analysis was aimed at distilling the core elements of the LDK's influence on the participants' leadership and community involvement. Prior to data collection, ethical clearance was secured to ensure the study's compliance with ethical standards. Informed consent was obtained from all informants, guaranteeing their understanding of the research's aims and their rights to confidentiality. Ethical protocols were rigorously followed to maintain the anonymity and privacy of the participants throughout the research process.



DISCUSSIONS

Impact of LDK on Leadership Skills

The Leadership Development Program (LDK) within Karang Taruna has significantly influenced the leadership skills of Generation Z participants. Respondents noted a tangible improvement in their confidence, particularly in decision-making scenarios. The program has been successful in encouraging individuals to take initiative and demonstrate autonomy in leadership roles. For example, one respondent described a transition from an initial reticence to speak up to becoming a proactive contributor in discussions, reflecting an increase in self-confidence and assertiveness. Participants also reported that the LDK played a crucial role in enhancing their ability to analyze situations and make sound decisions. The training received through the LDK was credited with developing their capacity to lead effectively without waiting for directives, indicating a shift towards self-reliance and independent leadership.

Social Engagement of Generation Z

The social engagement of Generation Z members has also been positively affected by their involvement in the Basic Leadership Training. The program has fostered a sense of social responsibility, prompting participants to take actions that benefit their communities. There was a noted increase in the active participation of young people in community development, particularly in areas of social welfare. Specific individuals, such as Rian Farhadi, were highlighted for their active roles in student organizations and their skill in narrating and critically assessing events, showcasing the program's success in nurturing articulate and socially aware leaders.

Real-life Application of Leadership Training

The practical application of leadership skills acquired through the Basic Leadership Training was evident in various real-life contexts. Respondents provided examples such as leading school camping trips, actively participating in village government activities, and creating a healthy work environment. These examples demonstrate the comprehensive impact of the Basic Leadership Training, not only in terms of individual skill development but also in its contribution to community building and engagement. Despite the overall positive impact, the responses also reflected a diversity in outcomes. Some participants felt a stronger influence of the Basic Leadership Training on their leadership skills, while others did not perceive a significant change. This variation underscores the subjective nature of leadership development and the importance of individual differences in program experiences and outcomes.

Positive Community Impact and Active Participation of Generation Z

The Basic Leadership Training Program (LDK) has notably encouraged Generation Z members to engage in a broad range of community activities, reflecting a considerable positive impact. These young individuals have reinvigorated the traditional concept of "Gotong Royong," demonstrating a strong commitment to communal support and cooperation. Their active participation is not limited to physical contributions but extends to spiritual and cultural domains as well, with significant involvement in religious activities and sports events that contribute to the holistic well-being of their communities. Moreover, Generation Z's presence in cultural and national festivities, such as the "Agustusan" celebrations, has been pivotal in sustaining the community's cultural vitality. Their engagement in neighborhood discussions and forums



illustrates a willingness to contribute thoughtfully to local governance, offering fresh perspectives and constructive feedback.

Challenges in Societal Engagement and Strategic Recommendations

Despite these positive strides, the journey of Generation Z's integration into societal affairs is met with several challenges. The data underscores a need for consistent and sustained participation across all community-related activities, signaling a gap that needs bridging. A notable concern is the communication barrier between the younger and older generations, which calls for the establishment of more effective channels of dialogue to foster mutual understanding and collaborative spirit. Community leaders and members have suggested a more inclusive approach, advocating for strategies that draw Generation Z deeper into the fabric of society and its leadership. A recurring theme is the need for these young individuals to gain a deeper comprehension of the community's character and dynamics to engage more meaningfully and empathetically. Furthermore, a sense of indifference or passivity among some Generation Z members has been highlighted as a point of concern. Addressing this attitude requires not only drawing attention to the importance of community engagement but also cultivating a sense of responsibility and care for societal welfare among the youth. The synthesis of these findings reveals a dichotomy in Generation Z's post-LDK involvement in community life: the undeniable positive contributions made by many are juxtaposed with the challenges that still persist. While the LDK has successfully equipped many young individuals with the leadership tools to make a difference, the full potential of Generation Z's societal engagement will be realized only when the noted challenges are effectively addressed. Recommendations from within the community point towards more inclusive, communicative, and engagement-focused approaches to harness the complete spectrum of talents and energies that Generation Z has to offer.

The findings from the Leadership Development Program (LDK) at Karang Taruna resonate with current research on youth leadership and community engagement. There is a growing body of literature that underscores the importance of leadership development programs in fostering key competencies among young people, such as self-efficacy, social responsibility, and civic engagement. The reported growth in confidence and decision-making abilities among Generation Z participants aligns with research suggesting that leadership training can significantly enhance self-perception in leadership capacities (Soto Garcia et al., 2021).

The increased autonomy and initiative demonstrated by Generation Z participants after Basic Leadership Training intervention also reflect the theories proposed by Hansen et al. (2018), who asserts that youth leadership programs are effective in promoting a sense of personal agency. The transition from hesitation to active participation in discussions is a manifestation of this theory in practice, showcasing the LDK's ability to nurture proactive community leaders. The social engagement findings dovetail with Rhodes et al (2019) work on the role of social capital in community involvement. Generation Z's increased participation in community development activities and the specific contributions of individuals like RF exemplify the building of social capital through leadership programs. This is further supported by the work of Flanagan and Ballard et al (2021), who argue that youth engagement in community affairs is critical for the development of civic identity and societal well-being.

The practical application of leadership skills, such as leading camping trips or contributing to village government activities, provides tangible evidence supporting the



experiential learning theory posited by Kolb (Anugrahwanto & Nurhayati, 2020; Noor & Nurhayati, 2023b; S. Nurhayati, 2018). This theory emphasizes that the transformation of experience into knowledge is a core mechanism of effective learning, particularly within leadership development contexts. The diversity of outcomes reported among the Basic Leadership Training participants can be understood through the lens of individual differences in psychological development and the subjective nature of leadership skill acquisition. These findings suggest that training programs like Basic Leadership Training must be adaptable to individual needs and developmental stages to maximize their impact (Cacam et al., 2023; Hudri & Nurhayati, 2020; Noor & Nurhayati, 2023a; Nurhadi et al., 2023; E. Nurhayati & Nurhayati, 2023; S. Nurhayati, 2015; Nurmawati et al., 2021; Qudsi & Nurhayati, 2023; Rohaeti & Nurhayati, 2023; Sulastri & Nurhayati, 2023; Syafrudin & Nurhayati, 2020; Taufik & Nurhayati, 2023).

The discussion of challenges faced by Generation Z, including the communication gaps between generations and the need for deeper community integration, speaks to the need for intergenerational collaboration in leadership development. This reflects the work of Hamilton et.al (2018), who argue for the importance of engaging multiple generations in dialogue to enrich leadership education. Finally, the synthesis of findings highlights the dichotomy between Generation Z's potential for positive community impact and the persistent challenges that impede full engagement. This duality is a common theme in the literature on youth leadership, which often discusses the untapped potential of young people due to various systemic and social barriers (Jabar & Nurhayati, 2021; Nur'aeni et al., 2023; S. Nurhayati, Musa, et al., 2021; S. Nurhayati, Wahyu Hidayat, et al., 2021; Rukanda et al., 2020b; Saputra et al., 2022; Setiadi et al., 2023). In essence, the impacts and challenges identified through the LDK at Karang Taruna provide valuable insights that align with and contribute to the current body of research on youth leadership development. The LDK's success in nurturing confident, socially responsible leaders within Generation Z is clear, yet the program's effectiveness is contingent upon overcoming the challenges of sustained engagement and deeper community understanding. Future initiatives should incorporate these findings to tailor leadership development programs that are not only cognizant of the unique attributes of Generation Z but are also inclusive, communicative, and engagement-focused, thus harnessing the full spectrum of talents and energies that this generation has to offer.

CONCLUSION

The Basic Leadership Training Program (LDK) at Karang Taruna has been instrumental in enhancing the leadership skills of Generation Z, fostering confidence, autonomy, and social responsibility. This program's success in facilitating practical leadership applications reflects broader educational trends emphasizing experiential learning and community engagement. However, the effectiveness of such programs depends on addressing the diverse outcomes and challenges faced by participants, including the need for consistent engagement and intergenerational communication. The findings from this study contribute to the literature on youth leadership development by demonstrating the real-world impact of leadership training programs. They suggest that incorporating methods to promote self-reliance and community involvement can significantly benefit youth leadership initiatives. Additionally, the study highlights the importance of addressing individual differences and fostering intergenerational



dialogue within these programs. Future research should explore the long-term effects of leadership programs like LDK on Generation Z's community involvement. Studies could examine the sustainability of the leadership skills acquired and the extent to which these skills translate into lasting community contributions. It would also be beneficial to investigate strategies to overcome the challenges of engagement and communication between generations within community settings. Understanding these aspects can inform the development of more targeted and adaptive leadership programs that cater to the dynamic needs of young leaders.

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