



Learning the Right Attitude and Skills to Grow as a Future Leader

Mempelajari Sikap dan Keterampilan yang Tepat untuk Tumbuh sebagai Pemimpin Masa Depan

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Abstrak

Kegiatan Pengabdian Kepada Masyarakat (PKM) ini bertujuan untuk meningkatkan kemampuan kepemimpinan bagi calon pengurus OSIS di SMK Tzu Chi Cengkareng melalui pelatihan berjudul "Mempelajari Sikap dan Keterampilan yang Tepat untuk Berkembang sebagai Pemimpin Masa Depan". Dasar dari kegiatan ini adalah untuk menekankan pentingnya kepemimpinan yang efektif dalam menghadapi perubahan global, ditambah dengan keterbatasan sumber daya sekolah yang ada untuk melatih keterampilan non-teknis. Pelatihan ini menekankan pada pengembangan etika, rasa memiliki, tanggung jawab, kerja sama tim, serta komunikasi yang efektif. Metodologi yang digunakan mencakup ceramah interaktif, diskusi kelompok, dan simulasi. Metodologi pendekatan deskriptif kuantitatif yang dipadukan dengan metode partisipatif. Pendekatan ini dipilih karena kegiatan bertujuan tidak hanya untuk memberikan pengetahuan teoritis, tetapi juga untuk menumbuhkan sikap dan keterampilan kepemimpinan melalui keterlibatan aktif peserta. Metode yang digunakan bersifat pre-test dan post-test, di mana peserta terlebih dahulu mengisi kuesioner untuk mengukur pemahaman awal mengenai konsep kepemimpinan, etika, komunikasi, dan kerja sama. Setelah mengikuti sesi pelatihan, mereka kembali diminta untuk menjawab kuesioner yang sama guna melihat sejauh mana terjadi peningkatan pengetahuan dan kesadaran. Pendekatan ini memungkinkan tim pelaksana untuk menilai efektivitas kegiatan secara objektif berdasarkan data kuantitatif, sambil tetap memperhatikan hasil kualitatif melalui pengamatan langsung selama kegiatan berlangsung. Evaluasi yang dilakukan sebelum dan sesudah pelatihan pada 25 peserta menunjukkan adanya peningkatan pengetahuan yang signifikan (dari 30% menjadi 86% untuk jawaban yang benar) dan perubahan sikap yang positif (peningkatan skor sikap positif mencapai 56%). Kesimpulan dari kegiatan ini adalah PKM ini berhasil mencapai tujuannya dalam menciptakan pemimpin muda yang lebih reflektif, kolaboratif, dan bertanggung jawab. Model pelatihan ini disarankan untuk dijadikan bagian dari program pengembangan kepemimpinan di sekolah.

Kata Kunci: Pengabdian kepada Masyarakat, Kepemimpinan, OSIS, Etika, Kerja Sama Tim, Komunikasi Efektif

Abstract

The Community Service Program (PKM) aims to enhance leadership skills among prospective OSIS (student council) leaders at SMK Tzu Chi Cengkareng through a training program titled "Learning the Right Attitude and Skills to Grow as a Future Leader." The foundation of this activity is to emphasize the importance of effective leadership in facing global changes, along with addressing the school's limited resources in developing non-technical skills. The training focuses on developing ethics, a sense of ownership, responsibility, teamwork, and effective communication. The methodology applied includes interactive lectures, group discussions, and simulations. This activity employs a descriptive quantitative approach combined with participatory methods. This approach was chosen because the program aims not only to provide theoretical knowledge but also to cultivate leadership attitudes and skills through active participant engagement. The method used involves pre-test and post-test evaluations, where participants initially complete a questionnaire to measure their baseline understanding of leadership concepts, ethics, communication, and teamwork. After the training sessions, they are asked to complete the same questionnaire again to assess the improvement in knowledge and awareness. This approach allows the implementation team to objectively evaluate the program's effectiveness using quantitative data while also considering qualitative results through direct observation during the sessions. The evaluation conducted before and after the training with 25 participants showed a significant improvement in knowledge (from 30% to 86% correct answers) and a positive change in attitude (an increase of 56% in positive attitude scores). In conclusion, this PKM successfully achieved its objective of developing young leaders who are more reflective, collaborative, and responsible. The training model is recommended to be adopted as part of the school's ongoing leadership development program.

Keywords: Community Service, Leadership, OSIS, Ethics, Teamwork, Effective Communication

1. Introduction

In today's rapidly evolving and dynamic world, a leader must possess the skills to keep pace with these dynamic global developments. Skills are needed to support and express oneself, as well as to thrive in society [1]. This demonstrates that skills are essential for adapting to everyday life and organizational life. Skills must be developed early and continually honed to improve oneself and become a valuable future leader. The need for future leaders continues to grow, given that currently, very few candidates are capable of becoming wise leaders [2].

The initiative to conduct this community service program arose from the foundation and commitment needed by the students of Tzu Chi Cengkareng Vocational School. The need for training that fosters skills and the ability to become future leaders is pressing need. The goal is to find students who want to become members of the Student Council (OSIS) at the vocational school. This presents a challenge for this community service program, providing various services aimed at fostering character development for the future [3]. This devotion, which involves personal development and mental training, arises from its importance in the process of developing a better personality in the future.

In this devotion, we also understand the importance of learning to cultivate ethics, morals, good character, and empathy for others, as good character necessarily involves all of these elements. It is essential in our daily lives to demonstrate respect for others and show compassion when encountering differences [4]. Leaders must personally possess strong character and strong communication skills. Good communication will produce informative reports that are easy for everyone to understand. Communication within an organization is essential for making sound and correct decisions in the future [5]. A positive and continuously developing organization begins with leaders who possess character and a strong communication style. Leadership style also begins with effective listening in forums, which positively impacts each other.

This structured training program offers numerous benefits that can be utilized by Tzu Chi Vocational School students. Comprehensive observations were conducted, posing two conceptual challenges: the need to improve the competency of the Tzu Chi Vocational School Student Council (OSIS) and the need to address the school's limited internal resources to ensure the availability of students who meet the criteria for future leaders. This hope is also widely desired, fostering a strong, resilient, and established spirit in their future life [6]. In this context, it is important to pay attention to the supporting elements, such as the development and character development section, recollection to develop the personality of the community's life journey.

2. Identification of Problems

Tzu Chi Vocational School in Cengkareng develops the personalities of all students, which is expected to equip them for future development, fostering skills and character. This is evident in the school's high values of humanity, spirituality, and the arts.

Tzu Chi Love and Compassion Vocational School is located on Jl. Kamal Raya, Jalan Lingkar Luar No. 20, RT. 7/RW. 14, East Cengkareng, Cengkareng District, West Jakarta, Special Capital Region of Jakarta 11730.



Figure 1: SMK Tzu Chi Cengkareng

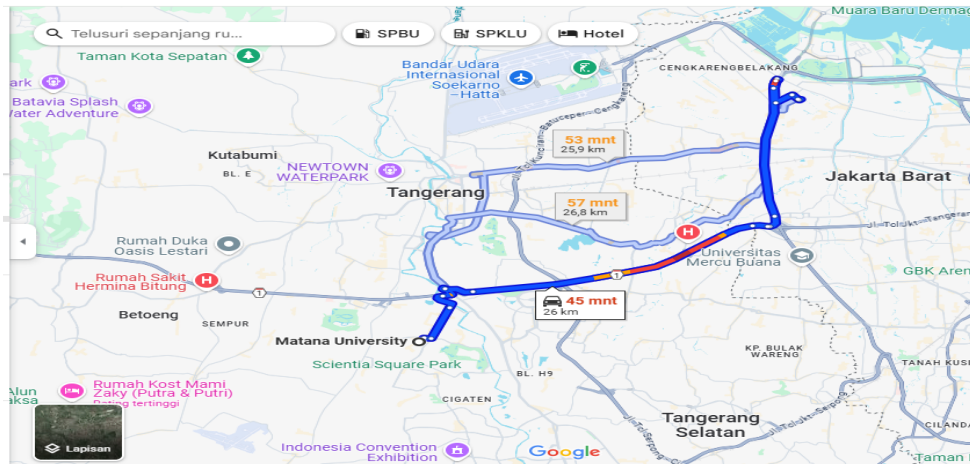


Figure 2: Location

Methodology

This Community Service Program (PKM) adopted a descriptive quantitative approach combined with participatory methods. The purpose of using this mixed approach was to ensure that the program not only transferred theoretical knowledge about leadership but also encouraged participants to develop the right attitudes and practical skills through active engagement. The activity was conducted at SMK Tzu Chi Cengkareng, Jakarta Barat, and involved 25 student participants who were selected as potential OSIS (student council) leaders. These students were recommended by their teachers based on their leadership potential, sense of responsibility, and active participation in school activities. The training was designed to strengthen students' understanding of leadership ethics, teamwork, communication, and accountability all of which are critical competencies for future leaders. This training is expected to meet all the needs of Tzu Chi Cengkareng Vocational School students. It focuses on the importance of ethics and the desire to improve ethics, fostering a sense of belonging to the organization, responsibility for the organization, and the importance of cooperation. This goal is expected to have a significant impact on activities that have a personality and skills that students develop during their growth and development. The character of future leaders is expected to provide confidence with students who possess such a spirit.

3. Results and Discussion

In implementing this community service program, the success rate was measured using a pre-test and post-test involving 25 participating students. The activity was carried out first with part A which focused on knowledge-based abilities. The improvements that occurred mostly occurred in the substantive aspects regarding what ethics and what is meant by leadership in the context of OSIS. Before conducting this pre-test, there were only 30% of respondents who answered correctly. During the post-test, there was an increase to 86%, this indicates an increase in absorption of the material presented so that many were successful and success in carrying out PKM was achieved.

In this case, not only aspects related to knowledge, but the training itself also encouraged positive attitudinal changes in the students themselves. This was evident in the questionnaire measurements in section B. For example, regarding the statement "I always reflect on my own actions before judging others," there was a drastic increase from neutral (N) in the pre-test to "Strongly Agree" (SS) in the post-test. This indicates that participants have become more aware of the importance of self-reflection. Similarly, for statements related to collective responsibility and inclusive discussion skills (statements 2 and 4), there was an increase from "Agree" (S) to "Strongly Agree" (SS). This illustrates that the student council (OSIS) administrators have become more confident in carrying out their shared responsibilities and are able to lead discussions involving diverse opinions.

A sense of ownership in an organization can also be gradually cultivated in various ways, as evidenced by how the OSIS management becomes a shared responsibility through caring and ownership. This change was reflected in the increase in "Agree" and "Strongly Agree" responses on the Likert scale after the training. Accountability to the organization also improved, with participants not only understanding the tasks required but also becoming more active and proactive.

The aspects of teamwork and effective communication demonstrated positive results. This training successfully raised participants' awareness of the importance of working together regardless of individual background, focusing on shared goals for the success of the OSIS program. In communication, participants gained a better understanding of the importance of two-way interaction, listening to other members' perspectives, and creating an open and constructive meeting atmosphere. [7],[8].

Overall, the post-test results in Part B indicated that there were no more negative or neutral responses (STS/TS/N = 0), and the total positive attitude score (S/SS) increased significantly by 45 points compared to the pre-test, resulting in a positive change percentage of +56%. This clearly indicates that the training had a very good impact in improving conceptual understanding of leadership and changing participants' attitudes to be more reflective, collaborative, and responsible. This success also confirms the effectiveness of the applied teaching method, which carefully combines interactive lectures, group discussions, and activity simulations to instill leadership values. The implication is that this type of training model is highly recommended as a regular agenda in developing prospective young leaders who are integrative, communicative, and able to work together for the advancement of school organizations [9].

This achievement demonstrates the effectiveness of the training method used, which combines engaging presentations, engaging group discussions, and hands-on practice. This combination of methods effectively transforms theory into practical action. Therefore, this leadership training is highly beneficial and should be a regular activity in schools, as it is excellent for developing outstanding and skilled young leaders. Such programs are crucial for preparing high school students for success in various areas, including school, work, and community outreach.

Statement	Pre-Test (Avg.)	Post-Test (Avg.)	Change	Description
I reflect on my own actions before judging others	3.1 (N)	4.7 (SS)	+1.6	Improved self-awareness
I take responsibility for my team's success	3.4 (S)	4.8 (SS)	+1.4	Enhanced sense of accountability
I can lead discussions that include diverse opinions	3.2 (S)	4.6 (SS)	+1.4	Better inclusivity and communication
I feel a strong sense of belonging to the OSIS organization	3.3 (S)	4.7 (SS)	+1.4	Strengthened organizational ownership
I work cooperatively regardless of individual background	3.5 (S)	4.9 (SS)	+1.4	Improved teamwork and openness
Average Score	3.3	4.7	+1.4	+56% positive attitude growth

Table 1. Comparison of Leadership Attitude Scores

The average Likert score increased from 3.3 (Agree) to 4.7 (Strongly Agree), equivalent to a 56% increase in positive leadership attitudes. This shows that participants not only understood leadership principles but also internalized them in their behavior. These findings are consistent with Yulius (2023a), who emphasized that participatory learning, involving self-reflection and peer discussions, leads to a stronger internalization of leadership values. Similarly, Dini et al. (2023) noted that student leadership programs emphasizing ethics, empathy, and collaboration yield measurable improvements in responsible and effective communication behaviors.

4. Recommendations and Conclusion

This community service program ran smoothly and successfully, with students learning well. This was evident in the improved scores from the pre- and post-tests, clearly reflecting success. This test design was based on both knowledge-based abilities and personality traits. The implementation of the community service program (PKM) titled "*Learning the Right Attitude and Skills to Grow as a Future Leader*" has proven to be highly effective in improving both the knowledge and leadership attitudes of OSIS (student council) candidates at SMK Tzu Chi Cengkareng. The combination of interactive lectures, group discussions, and simulation-based learning successfully fostered conceptual understanding, self-awareness, teamwork, and ethical behavior among the participants.

Quantitative analysis revealed a 56% increase in knowledge mastery and a 56% improvement in positive leadership attitudes, supported by qualitative observations that confirmed participants became more reflective,

collaborative, and responsible in performing their roles. These results align with and, in some aspects, exceed those of previous studies on leadership training models for students [10].

With passion and desire, it is not impossible that in the future, Tzu Chi Vocational School students will reap many successes due to their persistent and firm intentions in their journey and struggle to pursue their education. The journey to navigate the future requires self-confidence and a definite individual intention and self-assurance for success. When leadership skills and discipline are improved, it assures that the journey to success comes from anywhere, the main thing is perseverance, because by focusing on oneself, one can achieve success in both knowledge and the art of living life [11].

Based on the successful outcomes of this program, several recommendations can be proposed:

1. Schools are encouraged to integrate this leadership training model into their annual OSIS regeneration and leadership development agenda. Regular implementation (at least once every academic year) would help maintain a consistent leadership culture and ensure that every generation of student leaders receives structured preparation before assuming responsibilities.
2. The training module can be replicated or adapted by other vocational and high schools, particularly those facing similar challenges in developing soft skills. Collaboration with local universities through PKM or community engagement programs can enhance the program's reach and quality.
3. Teachers and OSIS advisors should be equipped with facilitation skills to sustain the program internally. A training-of-trainers (ToT) approach can be developed, enabling educators to independently conduct future leadership workshops using the same model.

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