



Self Leadership: Unveiling the Key Strategies for Personal and Professional Empowerment at SMP Ma'arif Batu

Derivaty Neo Alfenny¹, Fransisca Puspita Wardani¹, Nadya Rindy Yulyantika^{1*},
Qonita Qotrunnada¹, Revina Safira¹, Sherin Nisa Azizah¹, Nohan Arum
Romadlona¹

¹ Department of Public Health Sciences, Faculty of Sports Science, State University of Malang

E-mail: nadya.rindy2206126@students.um.ac.id

ABSTRACT

Self-leadership is the practice of intentionally influencing one's own thoughts, feelings, and actions toward achieving personal and professional goals. This service aims to increase middle school students' understanding of self-leadership. The target of this service activity is grade 8 students at Ma'arif Batu Middle School with a total of 28 students. The method used in this activity is the socialization method, namely providing leadership material regarding self-leadership with the media used being PowerPoint to support the delivery of the material. As a process of assessing aspects of students' knowledge, a pre-test and post-test were carried out to measure the level of understanding of students' self-leadership before and after being given the material. Before being given the material, an average score of 55 was obtained, and it increased after being given the material with an average score of 77.14. The results of the pre-test and post-test stated that the material given to grade 8 students at Ma'arif Batu Middle School was useful in increasing students' knowledge regarding self-leadership. This service activity concludes that through socialization, providing material about self-leadership can increase understanding of personal strategies and professional empowerment for grade 8 students at Ma'arif Middle School in Batu.

KEYWORDS

Empowerment, self-leadership, personal, professional, service activity

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INTRODUCTION

In Indonesia, junior high school is known as Sekolah Menengah Pertama (SMP) and is compulsory for three years after completing six years of elementary school (Sekolah Dasar or SD). Some schools offer an accelerated learning program in which students who perform well can complete the level in two years. There are academic and vocational junior high schools that lead to senior-level diplomas. There are also "domestic science" junior high schools for girls. Middle school is the time when children begin to learn leadership. Leadership can start from self-leadership.

Leadership can be challenging, and leaders often encounter various issues. Some common leadership challenges include poor communication, lack of trust, inability to lead by example, lack of motivation, absence of a clear vision or mission, and insufficient leadership experience. Additionally, leaders may face internal challenges such as a lack of confidence, fear of failure, and impatience. To overcome these challenges, leaders can focus on improving communication, building trust, setting a clear vision, and investing in their development and that of their team. Effective leadership training and mentorship can also help in addressing these challenges. Leadership can present various challenges, and addressing them is crucial for effective leadership. Some common leadership challenges include providing inspiration, developing others, leading change, handling different perspectives, conflict in the workplace, distracted employees, work from home challenges, layoffs and job replacements, personal challenges, managing relationships, politics, and image in the work environment, insufficient resources, employee objection and resistance, and social issues among employees inside the company. To overcome these challenges, leaders can seek new, creative ways to improve, test out ideas, celebrate small wins, learn from mistakes, and constantly push for better by refining and testing ideas without fearing failure. By recognizing and addressing these challenges, leaders can enhance their effectiveness and contribute to the success of their teams and organizations.

Self-leadership is the practice of intentionally influencing one's own thoughts, feelings, and actions toward achieving personal and professional goals. It involves understanding oneself, identifying desired experiences, and intentionally guiding oneself towards them. Self-leadership is a comprehensive self-influence perspective that concerns leading oneself. It is a prerequisite for more autonomous, self-leading workers who are more productive, irrespective of their work role. Self-leadership draws on several interdisciplinary theoretical models and frameworks, including many from the field of positive psychology. Self-leadership is important for leadership development, increasing ownership and confidence, and staying relevant for the future of work. Self-leadership is rooted in self-awareness and self-management, which are essential components of emotional intelligence. It is about influencing oneself, creating self-motivation, and self-direction to accomplish goals. The concept of self-leadership has been predominantly discussed in the context of organizational leadership and management. It is also complemented by insights from positive psychology research, and it refers to the capacity to identify and apply one's signature strengths to initiate, maintain, or sustain self-influencing behaviors. Self-leadership is the ability to influence



and direct your own thoughts and actions to successfully reach goals and build a satisfying life. It is essential for personal and professional success, as it allows individuals to manage their emotions, actions, and time effectively, ultimately contributing to the success of their workplace or organization. Some key reasons why self-leadership is important include Increased self-esteem and better decision-making, resilience and adaptability, goal-oriented mindset, positive influence on others, and organizational success.

To develop self-leadership skills, individuals can follow the SOAR Self-Leadership Model, which focuses on creating awareness, providing insights, taking action, and reflecting on results. By actively setting development goals, practicing new skills, and building a supportive social network, individuals can enhance their self-leadership abilities and achieve both personal and professional success. Therefore, leadership learning is very necessary for secondary school students. This service aims to increase middle school students' understanding of self-leadership.

MATERIALS AND METHODS

The method used in this activity is the socialization method, namely providing leadership material regarding self-leadership with the media used being PowerPoint to support the delivery of the material. Sampling from this activity used a purposive sampling technique and found 28 students with an age range of 14-15 years. This activity was carried out on November 30 2023 at Ma'arif Batu Middle School starting at 07:30 WIB targeting grade 8C students. As a process of assessing aspects of participants' knowledge, a pre-test and post-test are carried out. The pre-test work is given 5 minutes with a total of 5 questions. Then proceed with the presentation of the material and after that continue with the post-test at the same time, namely 5 minutes with a total of 5 questions. Then it is presented in diagram form to conclude the level of students' knowledge regarding self-leadership.

RESULTS AND DISCUSSION

A. Implementation Stage

The service activities carried out by our team are in the form of counseling and outreach about Self Leadership at MA'ARIF BATU SMP, Jalan Oro-Oro Ombo, Batu. There were 28 students participating in this service activity.



Figure 1. Documentation with activity participants.

The implementation stage in service activities consists of 4 stages, as follows:

1. Pre-Test Work

This pre-test question work was carried out to determine the extent of students' knowledge before being given the material regarding self-leadership. The type of questions used is multiple choice, and the time given for this pretest is 10 minutes.

2. Exposure of material to students

The material presented to students is about self-leadership. This material was delivered via PowerPoint, with presenters from the internal service team.

3. Post-Test Work

This post-test question work was carried out to determine the extent of students' knowledge before being given the material regarding self-leadership after the presentation of the material by the presenter. The type of questions used is multiple choice, and the time given for this pretest is 10 minutes.

B. Description of Respondent Characteristics

The number of respondents involved in the research was 28 students at MA'ARIF BATU Middle School, Jalan Oro-Oro Ombo, Batu. Information on respondents' characteristics, including age and gender, can be seen in the table below.

Table 1. Characteristics of Respondents by Age and Gender

Variable	Frequency	Percentage (%)
Age		
14-15 years old	28	100
Total	28	100
Gender		



Woman	10	36
Man	18	64
Total	28	100

Based on the research results obtained, the students who attended the counseling were aged 14–15 years, totaling 28 respondents, or 100% of the total number of respondents. Then, if we look at gender, there were 10 female respondents, or 36% of the total respondents, and 18 male respondents, or 64% of the total respondents.

C. Analysis of students' level of knowledge regarding Self Leadership

In this research, the characteristic of the variable that you want to know more about is the score obtained from the results of the pre-test and post-test. Score data analysis *Pre-Test* and *Post-Test* have been attached to Table 2.



Table 2. Score Values *Pre-test* and *post-test* students' knowledge of self-leadership

The results of measuring knowledge using the pre-test and post-test carried out on 28 students at MA'ARIF BATU Middle School, Jalan Oro-Oro Ombo, Batu showed that the average pre-test score was 55 and the post-test score was 77.14. Therefore, it can be concluded from the results of the pre-test and post-test that the counseling provided to Ma'arif Batu Middle School students is useful in increasing students' knowledge regarding self-leadership.

D. The Effectiveness of Self-Leadership Extension on Student Knowledge

According to Robbins in Lelo Sintani et.al. (2022), leadership is the ability possessed by a person to influence a group to achieve mutually agreed goals. Bredabu (2022) concludes leadership is the ability possessed by a person to convince, influence, move, inspire, and mobilize a person or group of people to achieve goals that have been set individually or in groups. Leadership begins with the way a leader leads himself and then leads one person to enable that person to be able to also lead other people to become a leader and multiplication occurs.



According to The Health Resources and Services Administration guidelines, junior high school age is included in middle adolescence. Bredabu (2022) states that what teenagers do and are looking for at this age is to find their identity through interacting with friends and their environment. At this age, teenagers need to be aware of their self-leadership so that they will be better able to determine their goals. To develop a leadership spirit, leadership education is needed to produce quality leaders for themselves and society. Developing these young leaders is very important for everyone in society to do. According to Falah S. in Bredabu (2022), the example of good leadership given by community leaders will be a role model for teenagers. So, family, educational, and community institutions have an important role in educating teenagers to become leaders. According to Bantanie in Bredabu (2022), everyone is their leader, so it is very important to develop a leadership spirit as early as possible. However, building a spirit of leadership in teenagers is not easy because these are the times when teenagers are experiencing a critical search for identity or self-identity.

The service activities carried out at MA'ARIF BATU Middle School, Jalan Oro-Oro Ombo, Batu ran smoothly without any problems. The results of the evaluation of community service activities that have been carried out show that students at MA'ARIF BATU Middle School, Jalan Oro-Oro Ombo, Batu experienced changes in their level of knowledge through pre-test and post-test. The post-test results experienced a significant increase when compared to the pre-test results, where the pre-test results were only at 55, while the students' post-test results managed to get a result of 77.14. The students received the arrival of the implementing team well, and it is hoped that this service activity can provide useful knowledge for students at MA'ARIF BATU SMP, Jalan Oro-Oro Ombo, Batu.

According to Mariyani et.al. (2019), counseling is one of the methods that can be used in education to increase knowledge which can have an impact on changing attitudes and leading to changes in behavior. In this service, the counseling method used is the lecture method. According to Kamus Besar Bahasa Indonesia (KBBI), the lecture method is speaking/speech by someone in front of many listeners, about something, knowledge, and so on. This method tends to be easy to do considering the availability of existing facilities. Several things that can influence the success of the lecture method are the use of supporting media and the lecture procedures used. In this service, the media used is PowerPoint with the delivery of material adapted to the age of teenagers. During the counseling process, a question and answer session was held to maintain the focus and enthusiasm of the participants. This procedure is often called the varied lecture method (Harsono et.al. in Jatmiko et.al., 2018). In this service, it was proven that the counseling method using lectures was effective in increasing students' knowledge of self-leadership as seen from the increase in the average score on the post-test compared to the average pre-test score. This is by research conducted by Jatmiko et.al. (2018), that the lecture method is an effective method for increasing knowledge. This is in line with the aim of the service, namely increasing junior high school student's knowledge regarding self-leadership so that it is hoped that this can influence behavior change.



CONCLUSIONS

Based on the results of the community service program that has been implemented, it can be concluded that the program "Self Leadership: Unveiling the Key Strategies for Personal and Professional Empowerment at SMP Ma'arif Batu" is one of the productive efforts in increasing understanding and changing the behavior of junior high school students related to Self Leadership. The students of SMP Maarif Batu responded and accepted the program provided by the author. Therefore, support from the local government and the role of all school members of SMP Maarif Batu is needed in the sustainability of this service program in the form of Self Leadership so that it becomes a program that can be used as one of the suggestions for increasing leadership and self-confidence so that it will have a good influence in the future.

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Conflict of Interest

The authors state they are not aware of any financial or interpersonal conflict that might have influenced this service activity.

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