



## Enhancing Basic Leadership Skills Through the IPNU-IPPNU Leadership Camp in Semarang

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### ABSTRACT

*This community service activity aims to enhance the basic leadership capacity of students affiliated with IPNU-IPPNU in Semarang City through a Leadership Camp program. The activity was conducted on December 13–14, 2025, at Vilaqu Bandungan using a participatory training approach based on experiential learning. The implementation method consisted of planning, execution, and evaluation stages. The materials covered Islamic values, national awareness, organizational understanding, and basic leadership skills. The results indicate an improvement in participants' understanding and readiness to assume leadership roles, as reflected in their active participation and appointment as organizational administrators. This program contributes to shaping young leaders who are ethical, religious, and nationally oriented.*

*Kegiatan pengabdian kepada masyarakat ini bertujuan untuk meningkatkan kapasitas dasar kepemimpinan pelajar yang tergabung dalam IPNU-IPPNU Kota Semarang melalui program Leadership Camp. Kegiatan dilaksanakan pada tanggal 13–14 Desember 2025 di Vilaqu Bandungan dengan pendekatan pelatihan partisipatif berbasis experiential learning. Metode pelaksanaan meliputi tahap perencanaan, pelaksanaan, serta evaluasi dan penilaian. Materi yang disampaikan mencakup keislaman, wawasan kebangsaan, ke-IPNU-IPPNU-an, serta dasar-dasar kepemimpinan. Hasil kegiatan menunjukkan adanya peningkatan pemahaman dan kesiapan peserta dalam menjalankan peran kepemimpinan, yang ditunjukkan melalui partisipasi aktif dan penugasan sebagai pengurus organisasi. Kegiatan ini berkontribusi dalam membentuk karakter pemimpin muda yang berintegritas, religius, dan berwawasan kebangsaan.*

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### A. INTRODUCTION

The Nahdlatul Ulama Student Association (IPNU) and the Nahdlatul Ulama Female Student Association (IPPNU) are important student organizations operating under the



umbrella of Nahdlatul Ulama. Both play a role in shaping the character, mindset, and social awareness of young people. These organizations adhere to Islamic teachings such as moderation, tolerance, and good character, and support national values such as unity and responsibility. IPNU and IPPNU offer programs in the fields of education, leadership, and social work. They help students grow and shape their identities. Students are the key to the nation's future and can lead social change and development. Their role extends beyond merely excelling in school; they are also called to become leaders of noble character, critical thinkers, and problem-solvers for social issues. IPNU and IPPNU are crucial because they guide students to realize their potential through mentorship and experiential learning (Kolb, 1984). This guidance helps students become intelligent, ethical, and socially conscious, enabling them to contribute to building a just and strong society.

Student groups such as the Nahdlatul Ulama Student Association need to focus on developing leadership skills. Leadership here is not merely about managing tasks such as planning or organizing. It also encompasses learning ethical values, character building, and social responsibility. Student leaders need to be educated in the areas of intelligence, emotional maturity, and spiritual awareness. To support the achievement of this vision, students require continuous leadership training. This training must be structured and practical, helping students develop their leadership skills and contribute to society and the nation (Rivai & Mulyadi, 2012).

In this context, a systematic effort is needed to enhance student leadership capacity through community service activities. The Leadership Camp program serves as an effective approach because it integrates conceptual learning with hands-on experience within an intensive training environment. The objective of this activity is to enhance the foundational leadership capacity of IPNU-IPPNU students in Semarang City through the reinforcement of Islamic values, national awareness, and organizational understanding.

## **B. METHODS**

This community service activity was implemented using a participatory action approach by combining several active learning methods. The activity was conducted in the form of a two-day, one-night Leadership Camp using interactive lectures, group discussions, simulations, and reflections. The material presented was integrated with organizational guidelines covering topics on Islam, national awareness, IPNU-IPPNU identity, and leadership as supplementary material.

The activity took place over two days, December 13–14, 2025, at Vilaqu Bandungan, using a participatory approach based on *experiential learning*. The implementation was divided into three main stages: planning, execution, and evaluation and assessment (Cao & Liu, 2009).

Participants in the activity were members and executives of IPNU-IPPNU in Semarang City. The activity was held outside the participants' daily environment (outdoor setting) to create a conducive, open learning atmosphere free from routine. The speakers consisted of leadership practitioners, NU organizational figures, and academics with expertise in human resource development and leadership grounded in Islamic values.

### **1.1. Planning Phase**

The planning phase was carried out through the identification of participants' needs and *Focus Group Discussions (FGDs)* with stakeholders, including IPNU-IPPNU executives and facilitators—referred to as instructors according to the organization's bylaws. FGD materials included the pre-established organizational education syllabus, technical implementation guidelines, and supplementary materials on current issues (IPNU Bylaws, 2018). The FGD

aims to formulate training materials that align with participants' needs and to align the objectives of the " " (IPNU-IPPNU Leadership Training) with the organization's vision. Subsequently, a training curriculum is developed covering aspects of Islam, national perspective, IPNU-IPPNU identity, and leadership.



Figure 1. Forum Group Discussion on Material Development

## 1.2. Implementation Phase

The activity was conducted in the form of a two-day, one-night *Leadership Camp* using interactive lectures, group discussions, simulations, and reflections. The presented materials were integrated with organizational guidelines covering Islamic topics, national awareness, IPNU-IPPNU-related matters, and leadership as supplementary content.

Regarding Islamic topics, the discussion focused on emphasizing the understanding of leadership values in Islam, such as trustworthiness, justice, and responsibility. This material focuses on emulating the leadership of the Prophet Muhammad (peace be upon him). Additionally, the caliphs—including Abu Bakr al-Siddiq, Umar ibn al-Khattab, and the caliphs of the Umayyad and Abbasid eras—were also discussed to broaden participants' understanding of leadership in Islam (Al-Maududi, 1993).

The topic of national awareness emphasizes participants' awareness of the importance of understanding history and national values. This topic also discusses the leadership of national heroes, particularly the ulama who fought for independence through the realm of education, including K.H. Hasyim Asy'ari, K.H. Wahid Hasyim, and K.H. Bisri Syansuri, who provide a concrete perspective on how value-based leadership can drive significant social change (Fealy & Barton, 1996). This section also internalizes the four pillars of Indonesian nationhood, namely Pancasila, the Constitution, the Unitary State of the Republic of Indonesia, and Bhineka Tunggal Ika.

The IPNU-IPPNU-related topics focus on strengthening understanding of the organization's vision, mission, and role as outlined in its Articles of Association. This training provides direction to ensure that leadership practices do not deviate from the organization's vision (Kartono, 2016). Often, leadership fails to achieve its goals due to a lack of understanding of the organization.

Leadership material is the core of the entire Leadership Camp program. The three fundamental leadership skills that are the primary focus are effective communication,

teamwork, and decision-making. These three skills were selected based on literature reviews and field needs, which indicate that these are the competencies most frequently identified as the weak points of novice leaders within the context of youth organizations (Northouse, 2018).



Figure 2. Presentation of Materials

Communication skills were developed through public speaking simulations, meeting facilitation techniques, and assertive communication. Participants learned to distinguish between instructive communication and inspirational communication. This session received the most enthusiastic response from participants, many of whom were practicing public speaking for the first time in a safe and supportive environment.

Teamwork is built through a series of collaborative games and group-based problem-solving activities. Participants are guided to understand group dynamics, roles within a team, and the importance of trust as the foundation for productive collaboration. The theory of transformational leadership, which emphasizes a leader's ability to collectively motivate team members, serves as the theoretical framework for this session (Bass & Riggio, 2006).

Decision-making is practiced through case studies and decision-making simulations in situations involving time pressure and limited information. Participants learn about decision-making models, such as rational, intuitive, and participatory models, and identify when each model is most appropriate to use. This approach aligns with the principle of consensus-building, which serves as both a cultural value and an organizational value of NU.

### 1.3. Evaluation and Assessment Phase

Evaluation is conducted through participatory observation, participant reflection, and practical assignments. The primary assessment involves assigning participants to serve as IPNU-IPPNU organizational leaders as a form of implementing the training outcomes.



Figure 3. Evaluation and Assignments



### **C. RESULTS AND DISCUSSION**

The implementation of the Leadership Camp yielded positive results in enhancing participants' leadership capacity across various key aspects. First, the program successfully deepened participants' understanding of Islamic leadership values, particularly regarding the principles of trustworthiness, responsibility, and ethics in fulfilling leadership roles. Participants not only understood leadership concepts theoretically but were also able to reflect these values in their attitudes and behavior throughout the event. Second, this activity helped strengthen participants' national awareness. This was demonstrated by increased awareness of the importance of nationalism, unity, and the strategic role of the younger generation in preserving national unity amid increasingly complex social challenges.

Additionally, the Leadership Camp contributes to enhancing organizational understanding, particularly regarding the vision, mission, and strategic role of IPNU-IPPNU as a student organization rooted in religious and national values. Participants demonstrated greater readiness to actively engage in organizational activities and contribute to the development of constructive programs. In terms of practical skills, participants also showed improved basic leadership abilities, such as effective communication, teamwork, problem-solving, and decision-making in group settings. These skills were evident through participants' active involvement in various discussion sessions, simulations, and group activities throughout the program.

Conceptually, the success of this activity demonstrates that an experiential learning approach is effective in enhancing students' leadership capacity. Through a combination of content delivery, hands-on practice, reflection on experiences, and group dynamics, participants gained more contextual and practical learning. The integration of Islamic values, national awareness, and organizational strengthening into a single series of activities serves as a crucial factor in shaping a holistic, adaptive, and socially dedicated leadership character. Thus, the Leadership Camp functions not only as a platform for developing leadership skills but also as a means of fostering the character of the younger generation, equipping them with integrity, national consciousness, and a strong organizational commitment.

### **D. CONCLUSION**

The IPNU-IPPNU Semarang City Leadership Camp was successfully implemented and had a positive impact on enhancing participants' foundational leadership capacities. The integration of the four core modules – Islamic values, national awareness, IPNU-IPPNU-, and leadership skills – proved effective in fostering a comprehensive and cohesive understanding of ideal leadership for youth organization cadres grounded in values.

Evaluation through participatory observation, participant reflection, and practical organizational management assignments demonstrated measurable improvements in four key areas: understanding of Islamic values, strengthening of national awareness, organizational understanding, and leadership skills. The experiential learning approach applied proved relevant and effective for the context of youth organization leadership training.

This program is recommended for periodic implementation with ongoing material development. For future community service initiatives, it is suggested to conduct a follow-up study to measure the extent to which the skills acquired during the Leadership Camp are effectively implemented in participants' leadership practices within their organizations.



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