



Social Skills Training for Future Leaders: Nurturing Social Awareness Through Kampus Mengajar Program

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ABSTRACT

Introduction/Main Objectives: This paper examines the Kampus Mengajar (KM) program, a government initiative aimed at addressing learning loss among primary students in Indonesia due to the COVID-19 pandemic while enhancing the soft skills of college students by giving them teaching experience in schools. **Background Problems:** The issues investigated in this study are how Kampus Mengajar facilitates the development of social awareness and social responsibility among its participants and its relation to leadership potential. **Novelty:** This paper analyses the Kampus Mengajar program, its impact on developing social awareness and social responsibility, and its correlation with leadership potential among its participants. While the previous batch focused on its impact in addressing learning loss, more research needs to be done on its potential to enhance socioemotional skills. **Research Methods:** The research method used in this paper is a qualitative analysis of survey data as primary data and a monitoring report as secondary. The data were analyzed using thematic analysis to identify keys related to social awareness and social responsibility themes. **Finding/Results:** The empirical findings suggest that while Kampus Mengajar does facilitate the development of social awareness among its participants, it may not necessarily facilitate social responsibility. **Conclusion:** The study concludes that Kampus Mengajar facilitates the development of social awareness among its participants but may need to be supplemented with additional interventions to enhance social responsibility. This study has also indicated that implementing socio-emotional learning at schools, which facilitates social awareness, has increased participants' leadership potential.

1. Introduction

In the 21st century, leadership is a crucial skill that young individuals should possess. William et al. (2022) have proposed a framework for leadership skills relevant to the 21st century, emphasizing the importance of emotional intelligence and empowerment. Goleman (1998) argues that, in addition to intelligence and technical skills, emotional intelligence is a crucial trait for effective leadership. Leaders with emotional intelligence can identify and address social problems and solutions. Bar-On (2007) describes individuals with emotional and social intelligence as those who can understand and express themselves, relate well to others, and successfully cope with the demands of daily life. Leaders possessing high emotional intelligence typically display increased openness and initiative in their communication. This results in their willingness to readily disclose information to their teams and actively search for information while identifying potential issues at an early stage (Sunindijo et al., 2007). This strength in leadership extends beyond technical expertise to effectively address the needs of and motivate those around them.

Singh (2015) indicates that leaders with low emotional intelligence (EQ) exhibiting low EQ and collegiality adopt a "rational technocrat" approach, prioritizing technical efficiency over emotional intelligence. This results in behaviors such as outbursts and a lack of empathy, hindering the development of healthy relationships with employees. Moreover, such leaders demonstrate a limited preference for shared decision-making, further contributing to an environment where employee happiness and job satisfaction become elusive.

The five components of emotional intelligence form the foundation for specific leadership capabilities: 1) self-awareness, 2) self-management, 3) social awareness, 4) empathy, and 5) self-motivation (Goleman, 1995). According to research, the transformational leadership model is most closely related to aspects of emotional intelligence (Alegre & Levitt, 2014). Emotional intelligence and the ability to understand emotions were significantly related to the inspirational motivation component of the transformational leadership model (Alston, Dastoor, & Chin-Loy, 2016). Additionally, the strategic utilization of emotional intelligence was significantly associated with transformational leadership's idealized influence and individual consideration components.

Transformational leadership theory offers a framework for leaders to transcend traditional leadership functions, such as planning, directing, organizing, and controlling (Pinos et al., 2006). Instead, it emphasizes developing additional skills that enable leaders to coach, mentor, and facilitate within the workplace effectively. Knights et al. (2020) suggest emotional intelligence (self-awareness, self-management, social awareness, and relationship management), spiritual intelligence (self-determination and personal conscience), personal preferences, and rational intelligence as the elements to become Transpersonal Leaders.

Training future leaders on emotional intelligence is crucial as it plays a significant role in their success. Unfortunately, Leadership training prioritizes management skills, ethics, adaptability, and critical thinking over other important areas, such as socio-emotional skills (Jucker, 2003). There are multiple ways to incorporate these

learning goals into different training methods, such as experiential learning, as proposed in CASEL (2015).

In response to this need, Indonesia addressed the situation by implementing the Kampus Mengajar program as one of the flagship initiatives of the Merdeka Belajar Kampus Merdeka (MBKM) policy by the Minister of Education, Culture, Research, and Technology. Kampus Mengajar's program aims to provide opportunities for students to sharpen their 21st century competencies, such as analytical thinking, problem-solving, leadership, team management, creativity, innovation, and communication, by developing learning activities in primary education units. Students deepen their knowledge and skills by accompanying the teaching process in primary education units in the areas designated by the Ministry of Education, Culture, Research, and Technology. The program focuses on two outcomes. The first focuses on developing students' soft skills, such as leadership capacity, creativity and innovation, analytical thinking, problem-solving, team management, and communication. Specifically, there is also an increase in social care, social awareness, and social empathy (Tim Program Kampus Mengajar, 2022).

Throughout five batches, Kampus Mengajar has implemented various systems for matchmaking students to their placement locations. In Kampus Mengajar Batch 3, students were relocated to an unfamiliar location away from their original domicile. The student transfer program has resulted in the development of numerous leadership competencies, as confirmed by an end-of-line survey, such as communication skills with stakeholders of all ages, public speaking skills due to teaching in front of a classroom,

critical thinking skills, especially in designing creative and enjoyable learning strategies, emotional control when dealing with students in class, time management skills for task management and lectures, independence, especially for students who have relocated, and adaptability to new environments. (Tim Program Kampus Mengajar, 2022).

The competencies mentioned are in line with the principles of socio-emotional learning (SEL) in the form of experiential learning. According to CASEL (2015), socio-emotional learning focuses on developing attitudes and skills in managing emotions and empathy, building good relationships, strategies for achieving goals, and taking responsibility for student behavior choices.

It should be noted that students' abilities do not necessarily improve on their own. It requires activities and practices that are implemented in schools. These activities can be exemplified through the following success stories:

1. creative and fun learning, such as market day activities carried out at SDN 66 Ambon, the use of learning media in the form of letter and number cards and plasticine media for literacy and numeracy learning at SD Kartika XIII-1;
2. classroom management that focuses on literacy culture by using a literacy tree that contains information appropriate for class levels, student work walls;
3. library and reading corner management;
4. inspirational classes where students open counseling for students in achieving their aspirations;
5. technology adaptation assistance to teachers, such as the use of Google Forms for student assessment, introduction to Zoom virtual meetings, and making presentations through PowerPoint so

that teachers can later apply these learning strategies to students as done at SMPN 2 Lembar;

6. extracurricular assistance such as scouting, sports, and the arts; and
7. English language training.

This paper examines the achievement of specific competencies in participants of the Kampus Mengajar Batch 3, such as social awareness and social responsibility, by looking at the implications of the Kampus Mengajar Batch 3 program on these two competencies. The research question posed is: Does the Kampus Mengajar program facilitate the development of social awareness and social responsibility as part of the essential leadership skills among its participants? What are the implications for students?

2. Literature Review

2.1. Social Awareness

Van Hyunh (2018) defines social awareness as the ability of an individual to understand and empathize with others from different backgrounds, personal or group, recognize their cultural differences, accept their perspectives, care about their circumstances, show attention and sensitivity to individuals, sympathize, and empathize with the emotions expressed by others. According to CASEL (2015), social awareness is an individual's ability to understand others' emotions and thoughts that can influence their behavior in life. Additionally, it includes the ability to identify the strengths and weaknesses of others, as well as having enough self-confidence and optimism.

2.2. Social Responsibility

In general, the social responsibility theory is often associated with corporations

or organizations as a foundation where the responsibility is heavily imposed on strategic positions responsible for the tasks undertaken (Benabou & Tirole, 2010; Lindgreen & Swaen, 2010). Alternatively, activities carried out as a form of corporate social responsibility (CSR) towards the community can collaborate with non-profit foundations. Social responsibility in this paper is adapted from existing theories but implemented for the educational level, where the responsibility lies more in the socialization and integration of individuals in society, in this case, the implementation of students in the Kampus Mengajar Program. According to Eshach (2007), formal higher education only focuses on knowledge, learning outcomes, or academic success, disregarding learning that can be done outside the campus.

The Council for the Advancement of Standards in Higher Education (2003) maintains that social responsibility is important for nurturing university students' leadership qualities and society's development. Social responsibility refers to the psychological trait in which citizens consciously assume their roles and responsibilities, including responsibility for their country, nature, others, and organizations (Boping et al., 2020). According to Segal (2011), social responsibility refers to an individual's commitment to act in a way that contributes to the well-being of society as a whole. Berei (2020) adapts the theory of corporate social responsibility to the educational context. The social responsibility of college students includes learning, legal, ethical, and philanthropic responsibilities. The basic responsibility of students is to participate and be successful in the education process. By being taught social responsibility,

students will learn the micro- and macro-ethical aspects of work by being exposed to external university partners. Students' philanthropic responsibility means volunteering to improve the quality of life of others in the community (Berei, 2020). The key to success in social responsibility behaviour is sustainability and consistency of students in contributing to society.

2.3. Social Emotional Learning

Social Emotional Learning (SEL) is a process that involves the acquisition and application of knowledge, skills, and attitudes to develop healthy identities, manage emotions, achieve personal and collective goals, demonstrate empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions (CASEL, 2015). Social awareness is one of the five components of CASEL's SEL model, which involves understanding and empathizing with others, particularly those from different backgrounds (Bai, Shen, & Wang, 2021).

Other researchers have adopted the CASEL framework for SEL, which includes self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (Oberle, Domitrovich, Meyers, & Weissberg, 2016). Socio-emotional skills are essential for a leader. Leaders with good emotional and social maturity are sensitive to diversity, navigate demands and work to build relationships with others (Aquino, Orozco, & Marasigan, 2021).

2.4. Transformational Leadership

Transformational leadership is a leadership style that emphasizes inspiring and motivating followers to achieve their full potential and to work towards a collective vision or goal. This type of leadership

involves empowering individuals by providing them with a sense of purpose, creating a supportive environment, and fostering personal growth and development (Bass & Riggio, 2006).

McClellan, Levitt, and DiClementi (2017) also highlight the importance of intellectual stimulation in transformational leadership, which involves encouraging followers to think critically, view problems from new perspectives, and develop more efficient work processes. Because of its nature, transformational leadership is an important leadership style that can be developed and applied in educational settings to promote personal growth, critical thinking, and collaboration among students and staff.

In a school setting, transformational leadership can be developed through various strategies. One way is to focus on developing teachers' and students' emotional intelligence skills. Shrestha (2020) notes that emotional intelligence is a crucial component of transformational leadership, and improving emotional intelligence can lead to more effective leadership in educational settings.

According to Kumar (2014), emotional intelligence is an important aspect of transformational leadership, with self-awareness, empathy, and motivation positively correlated with this leadership style. In addition, Alegre and Levitt (2014) suggest that emotional intelligence can act as a potential pathway to increased interpersonal influence, an important aspect of transformational leadership.

3. Method, Data, and Analysis

The method used in this paper utilizes survey data from the third batch of the Kampus Mengajar program. The

quantitative survey data utilized in the analysis were collected and compiled by Kampus Mengajar Team in 2022, during the program's implementation, with a sample size of $N = 12,935$ respondents. The respondent profile is presented in Table 2. Additionally, qualitative data was collected through monitoring and evaluation activities at 12 Ambon, Lombok, and Aceh schools that were selected through randomized sampling. Moreover, secondary data from the Minimum Competency Class Assessment was utilized to assess the literacy skills of the program's target students.

Table 1. Respondent Survey Demographic Information

Variables	Items	Percentage
Gender	Male	17.5%
	Female	82.5%
Year of the study	Semester 5	82.17%
	Other	17.82%
Faculty	Education Faculty	36.10%
	Economy Faculty	10.40%
	Others	53.50%
Region of school	Region I : Sumatera Utara	8.24%
	Region II: Sumatera Selatan, Lampung, Bengkulu, Bangka Belitung	3.76%
	Region III: DKI Jakarta	1.64%
	Region IV: Jawa Barat, Banten	16.05%
	Region V: Yogyakarta	2.06%
	Region VI: Jawa Tengah	17.93%

Variables	Items	Percentage
	Region VII: Surabaya, Jawa Timur	21.54%
	Region VIII: Bali, NTT, NTB	7.48%
	Region IX: Sulawesi (Selatan, Tenggara, Tengah, Utara, Barat)	8.03%
	Region X: Sumatera Barat, Jambi, Kepulauan Riau	4.92%
	Region XI: Kalimantan (Selatan, Barat, Timur, Tengah)	4.33%
	Region XII: Maluku, Maluku Utara	0.50%
	Region XIII: Aceh	2.98%
	Region XIV: Papua, Papua Barat	0.53%

Notes: The table shows results of end-point survey respondents.

Source: Endpoint Survey Result, Kampus Mengajar Batch 3 (Bidang Perencanaan dan Monev, 2022)

In addition, the Kampus Mengajar Batch 3 program team also conducted monitoring and evaluation activities to collect qualitative data comprehensively by interviewing school beneficiaries and stakeholders. The Kampus Mengajar focuses on improving soft and hard skills, which are expected to be acquired in line with the implementation of assignments in the school. The skills that lifted and became more proficient according to beneficiaries' points of view are:

1. communication with stakeholders across ages;
2. public speaking for teaching in front of the class;
3. thinking strategically in designing creative and fun learning strategies;
4. emotional control to deal with students in class;
5. time management related to managing the fulfillment of assignments and also lectures;
6. independency for students who are transferring; and
7. adaptability to new environments.

4. Results and Discussion

This research aims to answer whether the Kampus Mengajar program facilitates the development of social awareness and social responsibility among the participants of Kampus Mengajar Batch 3. This discussion encompasses two perspectives:

1. Kampus Mengajar as a form of Social Emotional Learning (SEL) that promotes social and emotional skills, including the development of social awareness, and
2. investigate the impact of the Kampus Mengajar Batch 3 program on the social awareness and social responsibility of its participants, as well as its ability to encourage the formation of important emotional intelligence components for the future.

The goals and structure of the Kampus Mengajar Batch 3 program align with the principles of social-emotional learning for students. The program is designed as an experiential learning opportunity that encourages students to share their knowledge by serving as teaching assistants for targeted schools. It also promotes interaction and collaboration among

multiple parties to support students' social skills.

Kampus Mengajar Batch 3 intentionally placed its participants in locations far from their hometowns. It allows them to witness cultural differences and real-world conditions. Additionally, participants are encouraged to conduct assessments to identify potential areas for improvement to enhance the quality of learning. Assessment skills acquired during the program serve as a tool for students to interact and understand the school's environment and the community. Bruce (2010) highlighted that an essential element in cultivating social awareness is the capacity to understand others' feelings in a situation, also known as empathy. Brown & Ryan (2015) further emphasized the role of self-awareness and social awareness, arguing that the more individuals are aware of their internal and environmental states, the more adaptive and value-consistent their behaviors are likely to be. These principles can form the basis for developing the distinctive character traits expected of Kampus Mengajar Batch 3 alums.

Social awareness is the ability of an individual to understand social norms and ethical behavior in environments different from their own (CASEL, 2015). According to the evaluation survey, Kampus Mengajar Batch 3 participants benefited by becoming more familiar with and adapting to their new learning environment (Bidang Perencanaan & Monev, 2022). Kampus Mengajar Batch 3 offers students a unique opportunity to meet and engage with people from different backgrounds, including teachers and other school community members. While this situation can create conflict if not handled properly, it also allows students to adapt to new norms and cultures. Before deployment, students received training that made them

better equipped to deal with differences. Through this program, students can hone their skills for interacting with individuals of all ages. The evaluation results of Kampus Mengajar Batch 3 also show increased cross-sector communication skills due to the exposure and interaction opportunities provided (Bidang Perencanaan & Monev, 2022).

Kampus Mengajar Batch 3 also promotes the formation of altruistic attitudes with a spirit of volunteerism to address the gap in literacy and numeracy development in various schools in Indonesia. Voluntary actions in the form of helping others can generate positive feelings (Kahana et al., 2013)—these positive feelings, such as gratitude and empathy, fuel further action. In the field, students are not only asked to identify problems but also to find solutions. This can create sensitivity that may not be obtained by other students who do not have the opportunity to engage directly with communities in Indonesia. Consistent with research conducted by the Corporation for National and Community Service (2008), those involved in social activities have better abilities and understanding in identifying community problems.

It can be argued that Kampus Mengajar applies social and emotional learning principles, as its aim is not only to enhance critical thinking and problem-solving skills but also to provide a platform for developing individual skills in managing emotions and social relationships. The monitoring and evaluation results provided by the school indicate that more than half of the participants agreed that their perspective-taking skills had improved after taking part in the program (65.27% agreed and 18.81% strongly agreed, Bidang Perencanaan & Monev, 2022). Such skills are developed

through the effort to understand what others are feeling and thinking rather than just focusing on oneself. This is reflected in the low incidence of unacceptable behaviors among students in their environment, indicating a better foundation for actions that do not harm others.

As many as 80% (61.06% agreed and 26.18% strongly agreed, Bidang Perencanaan & Monev, 2022) of the participants stated that the Kampus Mengajar Batch 3 program increased their awareness that their actions can have an impact on others. This understanding provides a foundation for empathy and motivation to impact others positively. Some empathetic behaviors were demonstrated through programs implemented due to the assessment, such as Inspirational Classes. The Inspirational Class is a counseling session to nurture students' interest in achieving their goals. Students become counselors who can provide support to strengthen others' motivation. This program was the result of an analysis of the school's needs. Through their sensitivity, students generate ideas that could bridge the gap in student motivation to pursue higher education. This demonstrates social empathy, a movement for positive change based on understanding a gap (Segal, 2011).

Although the Kampus Mengajar program was designed to require students to create programs to improve their literacy and numeracy, there are good practices where students initiate programs with broader impacts than just these two aspects, such as the Kelas Inspirasi (Inspirational Class) program and various extracurricular activities. Some skills that participants felt had improved included public speaking skills, designing creative and enjoyable learning strategies, emotional management, time management, and independence

(Bidang Perencanaan & Monev, 2022). These skills are part of socio-emotional learning that can be acquired through experiential learning. According to UNESCO, education in the 21st century is formed through four pillars of education: learning to know, learning to do, learning to live together, and learning to be (Delors et al., 1996). This shows that higher education institutions need to provide opportunities for students to develop life skills and learning skills, not just focusing on results but also the learning process.

The Kampus Mengajar, as the implementation of SEL, has also been shown to increase the leadership skills of its participants. This is consistent with the argument that social and emotional learning methods allow students to act and learn about leadership skills and principles (Danielski, 2019). In this regard, the necessary aspect of leadership is the ability to observe the conditions in the school and realign structures and relationships to bring organic change, which is necessary for schools to sustain (Elias, O'Brien, & Weissberg, 2006).

The skills developed in social and emotional learning (SEL), such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, are closely related to leadership qualities. Specifically, self-awareness, empathy, and motivation are directly correlated with transformational leadership as one leadership model (Kumar, 2014). The behaviors of transformational leaders require a range of emotional and social abilities (Alegre & Levitt, 2014). Various studies also assert the importance of self-awareness and emotional intelligence in leadership (Shrestha, 2020; Alegre & Levitt, 2014; Kumar, 2014; Shrestha, 2020).

The idealized influence component of transformational leadership is evident when participants of the Kampus Mengajar program attend as agents of change. Based on the results of monitoring and evaluation conducted with several schools, data was collected on the changes experienced by students following the participants' attendance. These changes include:

1. students who previously had difficulty reading have begun to read, write, and count;
2. students have become more confident in presenting in front of the class;
3. students' creativity in learning has increased;
4. students' motivation to learn has been enhanced due to the presence of university students;
5. discipline in terms of dress has improved; and
6. the habit of reading before class has increased.

Being a positive role model requires leaders to know what they believe in, feel, and want and be self-confident in accomplishing their goals (Megerian & Sosik, 1996). These characteristics are obtained from the self-awareness skill.

In addition to enhancing students' creativity, participants of the Kampus Mengajar program also encourage teachers' creativity by providing various learning methods. This is supported by the participants' skills in recognizing the school's needs and potential and understanding the situation from various perspectives. This aligns with the intellectual stimulation dimension, where leaders must encourage others to develop themselves and find new ideas to solve problems (Shrestha, 2020). According to McClellan, Levitt, and Diclementi (2017), transformational leaders

stimulate thought by actively seeking input from others, encouraging followers to challenge established methods of operation, viewing problems from new perspectives, participating in the development of more efficient work processes, and overcoming resistance to change.

Leaders who possess emotional intelligence will be able to influence their followers with their personality and motivate them effectively (Kumar, 2014). Based on the empathy skills stimulated in this program, participants can also provide individualized consideration to the school community (Kumar, 2014). SEL in Kampus Mengajar not only encourages the development of social and emotional skills but also indirectly prepares important skills that future transformational leaders should possess. Figure 1 illustrates the relationship between socio-emotional components and the dimensions of transformational leadership.

The student population is considered a driving force for the nation's future. Therefore, efforts should be made to prepare these potential leaders to carry out their duties responsibly. One of the expectations of society for leaders is social responsibility, which is a critical component of economic, environmental, and social sustainability that impacts the quality of life of communities. Social responsibility is related to the attitudes and behaviors of exemplary citizens who support the construction of a stable society by becoming part of the solution to social problems. College students can be trained to develop social responsibility through the training of professional excellence, which supports the deployment of social and emotional strategies in the context of risks and challenges. The Kampus Mengajar program can facilitate the development of socio-emotional skills while reducing the gap

between needs and available resources, a positive step towards social responsibility.

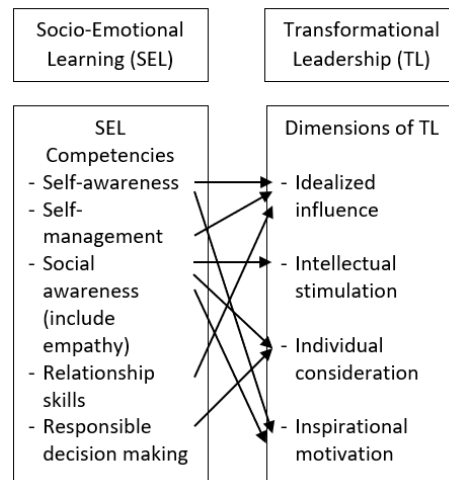


Figure 1. Relationship of SEL and TL

The effectiveness of the Kampus Mengajar program is assessed based on the improvement in the ANBK and AKM scores. The program focuses on improving numeracy and literacy skills. However, there is no empirical evidence to show that these improvements are solely due to the impact of the Kampus Mengajar program, as other variables may affect these scores. This statement is based on the limited duration of the program (one semester) and the lack of follow-up evaluation to assess the program's sustainability initiated by the participants. Social responsibility involves recognizing the impact of one's actions on others and taking steps to ensure that those actions are ethical, sustainable, and socially beneficial. Social responsibility also emphasizes not only social but also economic and environmental improvement. There has been no direct assessment to measure this, a recommendation for future research.

5. Conclusion and Suggestion

The assessment of the Kampus Mengajar Batch 3 program indicates that it supports socio-emotional learning, particularly in

promoting social awareness. The program offers opportunities for students to practice social skills and engage in meaningful and beneficial actions, especially in education. However, there is currently a need for a suitable measurement to assess the impact of social responsibility after students graduate from the program. Social responsibility involves taking action to ensure sustainability and measuring the broader impact of the program on education in Indonesia. Social awareness, on the other hand, involves being mindful of the needs and experiences of others.

The findings have important implications for the design and implementation of similar programs in the future, highlighting the importance of

providing first-hand teaching experience and opportunities for reflection and dialogue on issues related to social responsibility. The main take-home message is that while Kampus Mengajar has successfully addressed learning loss, there is room for improvement in its ability to enhance social responsibility among its participants.

Kampus Mengajar is an ongoing program held annually, providing an opportunity for improvement and measurement of long-term impacts. Further assessment is necessary to determine whether the momentum initiated by students during the program is sustained and to evaluate the program's impact on social responsibility in a broader sense.

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