



## Leadership And Managerial Skills Education For Adolescent In Family Friendly Village Model Development, Ciherang Village, Dramaga Sub-District, Bogor Regency

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**Keywords:** *adolescent empowerment, family-friendly kampong, leadership, management skills.*

**Abstract:** *Adolescents or teenagers are the next generation that needs to be prepared to become leaders capable of overcoming future challenges. Based on this background, the 'Dosen Pulang Kampung' team from DPMA IPB University conducted a leadership education program and youth managerial skills training as part of the Family-Friendly Kampong Program. The program was carried out over three sessions from April to June 2024 in Dusun Ciherang Tengah RW 11, Ciherang Village, Dramaga District, Bogor Regency, West Java. A total of 27 participants were involved in this activity. The education was delivered through lectures, discussions, and hands-on practice in planning environmental development projects. The methodology employed was Service Learning, which integrated theoretical learning with practical community-based projects. This approach not only equipped participants with essential leadership and managerial skills but also encouraged them to actively contribute to the development of their community. The results showed that this activity successfully increased teenagers' understanding of leadership and managerial skills, including risk management. The discussions and practical exercises in planning environmental projects also helped the youth provide input on contributing to the development of a family-friendly village. Through the Service Learning approach, the participants were able to apply their skills directly to address real-world challenges in their community, fostering a sense of social responsibility and leadership.*



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## Introduction

Adolescents are the future generation with great potential to advance the nation. Preparing adolescents to become future leaders with self-management skills is crucial, especially in facing challenges in this digital era. Adolescence is a transitional period between childhood and adulthood that involves biological, cognitive, and socioemotional changes<sup>1</sup>. During this phase, adolescents are in the process of forming their behavior and identity, influenced by the roles of family and their environment<sup>2</sup>. Defines leadership as the process of influencing others and involves achieving shared goals between leaders and their followers<sup>3</sup>. Meanwhile, management skills refer to an individual's knowledge and ability in managerial tasks to fulfill specific management activities or duties<sup>4</sup>. Adolescents with good leadership and self-management skills can face and overcome various challenges that arise during this transitional period. One of the efforts to enhance leadership and management skills in adolescents is through education and empowerment. Enhancing adolescent leadership and management skills can be achieved through community empowerment programs<sup>5</sup>. Strong communication skills, effective leadership, and adequate technological capabilities can be solutions to enhance adolescent leadership<sup>6</sup>. Leadership training not only improves critical thinking, emotional intelligence, and social skills among adolescents but also equips them with the ability to navigate complex social dynamics and make informed decisions<sup>7</sup>. Developing leadership qualities from adolescence has the potential to foster a sense of responsibility and involvement in social issues, which is crucial for societal progress and sustainable natural resource management<sup>8</sup>.

<sup>1</sup> John W. Santrock, *Adolescence*, 15th ed. (New York: McGraw-Hill, 2014), 18.

<sup>2</sup> Urie Bronfenbrenner and Pamela A. Morris, "The Bioecological Model of Human Development," in *Handbook of Child Psychology: Theoretical Models of Human Development*, ed. Richard M. Lerner and William Damon (Hoboken, NJ: John Wiley & Sons Inc., 2007), 793-828.

<sup>3</sup> John Knights, "Understanding Leadership," in *Leading Beyond the Ego* (New York: Routledge, 2018), 22.

<sup>4</sup> O. N. Nwogu and E. U. Okechukwu, "Managerial Skill and Entrepreneurship Performance in Small and Medium Scale Enterprises in Anambra State," *European Journal of Entrepreneurship and Management* 3, no. 3 (2022): 3, <https://doi.org/10.5281/zenodo.7>.

<sup>5</sup> Winarno Agung, Candany Putri, and Wardany, "Leader-Preneur: A Key to Successful Independent Character Education for Small and Medium Enterprise Practitioners Within a Village-Owned Enterprise Community in the Malang Regency," *KnE Social Sciences*, 2021, <https://doi.org/10.18502/kss.v5i8.9362>.

<sup>6</sup> Setianingsih Winarni, Roro Retno Wulan, and Martha Tri Lestari, "Preparing Future Leaders: Communication Skills and Leadership Development for E-Government and ICT Reforms," 2024, [https://doi.org/10.1007/978-981-99-8111-3\\_8](https://doi.org/10.1007/978-981-99-8111-3_8).

<sup>7</sup> H.M. Садыкова, "Study of Leadership Potential of Adolescent Girls as a Way of Self-Affirmation in the Educational Environment," *Habarşy-Abaj atyndagy Almaty Universiti. Psihologiâ Seriâsy*, 2023, <https://doi.org/10.51889/2959-5967.2023.75.2.006>.

<sup>8</sup> Vladimir V. Friauf, "The Analysis of the Notion 'Pedagogical Conditions' in Training Young Leaders," 2019, <https://doi.org/10.33910/herzenpsyconf-2019-2-28>. & Santoso, Santoso, Mar Tukiran, Rusliandy Rusliandy, and Peni Wardani, "Organizational Capability of Jasinga District, Bogor Regency in Development of Village Administration," *Jurnal Ilmu Sosial Mamangan* 12, no. 1 (2023), <https://doi.org/10.22202/mamangan.v12i1.6584>.

One area identified as having potential in adolescent leadership education and management skills is Kampung Ciherang Tengah, Ciherang Village, Dramaga Sub-district, Bogor Regency. Kampung Ciherang Tengah, as a Family-Friendly Village model, can significantly empower adolescents to become future leaders by fostering an environment that prioritizes community involvement and responsibility. The Family-Friendly Village model emphasizes active participation of adolescents in various programs to build the village, encouraging families to interact (materially, energetically, and informationally) positively with their environment (natural, social, and human-built environments)<sup>9</sup>. This interaction can yield positive feedback, leading to a quality life for families and a sustainable environment. For adolescents, the Family-Friendly Village model can instill moral and ethical values, honesty, responsibility, and strengthen social bonds within the village, engaging youth in positive and beneficial<sup>10</sup>. Adolescents, as digital natives, can leverage digital platforms to address social issues, contributing to community betterment. Youth-led initiatives and decision-making processes are vital for developing solutions to societal challenges<sup>11</sup>. The Family-Friendly Village model can provide a structured educational approach<sup>12</sup>, strengthen social relationships<sup>13</sup>, and integrate families into a comfortable and livable village environment<sup>14</sup>.

Ciherang Village is located in Dramaga District, Bogor Regency, West Java, Indonesia. The village covers an area of 254,35 Ha and had an estimated population of 17.792 people<sup>15</sup>. It is situated at an altitude of 196 meters above sea level, with an annual rainfall of 250-450 mm and an average temperature ranging from 25 to 32 degrees Celsius. The village consists of six hamlets, 11 neighborhood units (RW), and 49 community units (RT). Dramaga District has been experiencing rapid development due to industrialization and urbanization, which have significantly impacted the socio-economic conditions of the local community. Ciherang Village faces several challenges, including urbanization and industrialization, which threaten agricultural land and alter

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<sup>9</sup> Euis Sunarti, Model Pembangunan Wilayah Ramah Keluarga di Kota Bogor, Laporan Kajian Kampung Ramah Keluarga Kota Bogor, 2018.

<sup>10</sup> Puspaningtyas, L. "IPB University Luncurkan Inovasi Kampung Ramah Keluarga." Berita Republika, 2023. Accessed from: <https://news.republika.co.id/berita/s1vhh4502/ipb-university-luncurkan-inovasi-kampung-ramah-keluarga>.

<sup>11</sup> I. O. Rasheed, "Towards Promoting Youth Leadership Development in the Digital Era," *International Journal of Academic Research in Business & Social Sciences* 14, no. 8, 2024, <https://doi.org/10.6007/ijarbss/v14-i8/22545>.

<sup>12</sup> Yin, S., Jiang, L., & Gao, H. Constructing Child-Friendly Community: The Path of Child-Friendly Construction of Community Childcare Service. <https://doi.org/10.62381/E244312>

<sup>13</sup> Firmansyah, M., Putri, T. S., Haryono, D. W., Ahmad, M. J., Rosando, A. F., & Noviekayati, I. (2022). Establishing a child-friendly village as a form of community awareness protection of child rights in Bedahlawak Village. *Technium Soc. Sci. J.*, 36, 215. <https://doi.org/10.47577/tssj.v36i1.7463>

<sup>14</sup> Yin, S., Jiang, L., & Gao, H. Constructing Child-Friendly Community: The Path of Child-Friendly Construction of Community Childcare Service. <https://doi.org/10.62381/E244312>

<sup>15</sup>Portal Resmi Kabupaten Bogor. 2024. Accessed from: <https://bestie.bogorkab.go.id/profilwilayah.php?cKec=30&cKel=271&cdx=7f100b7b36092fb9b06dfb4fac360931>

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the social structure. Additionally, the village struggles with basic infrastructure issues such as roads, sanitation, and healthcare facilities.

The purpose of this activity is to provide education on leadership and management skills for adolescents through the “Dosen Pulang Kampung” (Lecturers Returning to the Village) program. Activities in the Family-Friendly Village Model include leadership education, management skills education, and project planning to build the environment. The expected outcome of this activity is to increase adolescents' knowledge, enhance their confidence, support leadership development, and optimize available resources so they can actively contribute to building their environment and become better leaders in the future.

## **Method**

### ***Location, Time, and Participants***

This community service on leadership and management skills education aimed at developing a Family-Friendly Village in Dusun Ciherang Tengah Rw 11, Ciherang Village, Dramaga Sub-district, Bogor Regency, West Java. The activity was conducted from April to May, 2024, focusing on leadership education, management skills development, and project planning for environmental improvement. The participants consisted of 27 adolescents aged 17-27 years from Dusun Ciherang Tengah Rw 11. They actively engaged in the learning process through a service-learning approach, which integrated theoretical knowledge with practical community-based projects.

### ***Tools and Materials***

The materials and tools used in this activity included PowerPoints, a laptop, an LCD projector, smartphones, paper, and stationery. These tools facilitated interactive discussions, group activities, and planning sessions, ensuring that participants could effectively engage in the learning process.

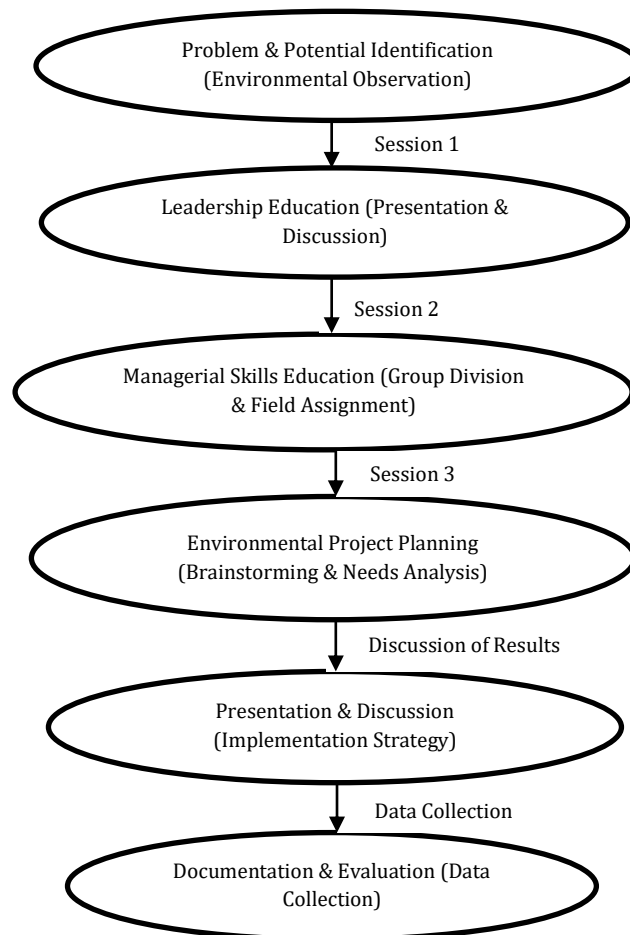


Figure 1. Flowchart of implementation method

### **Implementation Stages**

This activity was structured into three main phrases, each designed to enhance participant's skills while contributing to their community development. The phases included leadership education, management skills education, and environmental project planning.

#### **1. Leadership Education**

The first phase introduced the concept of leadership through presentations, discussions, and interactive exercises. The session emphasized the role of adolescents in community development, highlighting the importance of self-awareness, responsibility, and proactive engagement. Participants were encouraged to reflect on their leadership potential and how they could apply it in their surroundings.

#### **2. Management Skill Education and Problem Identification**

The second phase focused on helping participants identify environmental challenges and potential opportunities in their community. Due to weather

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conditions, some adjustments were made to accommodate delays, and practical field approaches were used.

- a. The session began with an orientation, explaining the significance of adolescent involvement in improving their living environment.
- b. Participants were then divided into five groups (two male groups and three female groups) and assigned to survey different areas. They were tasked with critically analyzing their surroundings, identifying existing deficiencies, potential improvements, and sustainability aspects.
- c. Through guided observations, participants documented key environmental challenges, such as a lack of public spaces, inadequate infrastructure, and waste management issues.

### 3. Environmental Development Project Planning

Building on the findings from the previous session, this phase engaged participants in designing and developing actionable solutions. The structured process involved:

- a. Refining ideas: Participants revisited their findings and brainstormed solutions such as creating a community park, decorating an early childhood education center (PAUD), utilizing vacant land for public seating, repairing a gazebo, and improving public lighting.
- b. Needs analysis and planning: They assessed the materials, costs, workforce requirements, and feasibility of implementation. Online research was conducted to gather pricing information and material availability.
- c. Presentation and discussion: Each group presented their project proposals, discussing feasibility, expected impact, and implementation strategies. The session fostered critical thinking and collaborative problem-solving, encouraging participants to develop realistic and sustainable solutions.

### ***Data Collection Method***

This activity employed a qualitative approach, focusing on observations, documentation, and participant reflections. Data were collected through:

- a. Direct observation during sessions and field activities
- b. Participant discussions and feedback
- c. Project documentation from group activities and planning exercises

By integrating service learning, this activity not only equipped adolescents with essential leadership and management skills but also fostered a sense of social

responsibility, enabling them to contribute meaningfully to their community's development.

## **Result**

The initial effort was to educate youth leadership and management skills. Secondly, project assistance to build the environment by inviting the youth of Ciherang Village to develop creative projects that can be applied in their neighborhood.

### ***Leadership Education***

The study findings indicate that both public and private schools have not effectively equipped students with leadership skills. This highlights a gap in the formal education system, where leadership development remains an overlooked component. Consequently, there is a pressing need for additional efforts outside the school environment to provide students with opportunities to develop leadership skills and engage in decision-making processes. Observations from the youth leadership education session revealed a highly interactive and dynamic atmosphere, with adolescents displaying strong enthusiasm and engagement with the material presented. Facilitators employed various methods, including case studies, simulations, role-playing, and practical activities such as leadership planning and reflective writing, to enhance understanding and application. These techniques fostered a supportive learning environment that encouraged active participation, boosted self-confidence, and deepened adolescents' leadership competencies.

### ***Management Skills Education and Environmental Development Project Planning***

Management skills are individual knowledge and abilities in managerial tasks to fulfill specific management activities.<sup>16</sup> Management skills help individuals achieve specific goals through planning, organizing, executing, and evaluating. The management skills education aims to provide knowledge on how to develop potential, interests, and talents, enabling adolescents in Ciherang Tengah Hamlet RW 11, Ciherang Village to become productive individuals, achieve success, and optimize their resources.

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<sup>16</sup> Nwogu, O. N., and E. U. Okechukwu. "Managerial Skill and Entrepreneurship Performance in Small and Medium Scale Enterprises in Anambra State." *European Journal of Entrepreneurship and Management* 3, no. 3 (2022): 1-13. <https://doi.org/10.5281/zenodo.7>.



*Figure 2.* Adolescents identifying the physical environment

The environmental development project planning took place on May, 2024, following the management skills education. Adolescents were divided into five groups assigned to different environmental locations. Before exploring their respective points in the village, they were given directions by facilitators and conducted observations in the agreed-upon locations. They then performed an analysis and drafted follow-up plans.

Below are five points identified for the youth projects:

a. Point 1: In Front of Mrs. RW's House

The adolescents will undertake various activities at Point 1, including waste cleaning, grass trimming, wall painting, DIY seating (2 sets), hanging plants, decorative lights/lanterns, and trash bins. Required materials include trash bags, hoes, paint, brushes, resin, 16 used tires (1 set), nails (size 16/18), and 2 trash bins.

b. Point 2: TK Yard

Activities at Point 2 include area tidying (cleaning up trash and grass), DIY seating (for a watch post), medicinal plants, and a kindergarten signboard. Materials needed include hoes, trash bags, lightweight steel, soil, fertilizer, plants, and polybags.

c. Point 3: Village Entrance

The youth will carry out various activities at point 3, including cleaning up garbage, trimming grass along the fence, painting the base wall, creating murals, and installing convex mirrors. The materials needed for point 3 include convex mirrors, lightweight steel (for poles), base paint and mural paint, climbing plants, and ornamental plants.



*Figure 3.* Adolescents discussing group environmental development project planning

d. Point 4: Posyandu (Integrated Health Post)

The youth will engage in various activities at point 4, such as tidying up the area (cement flooring), painting the Posyandu fence and exterior walls, providing ornamental plants (in front of the fence), setting up a Posyandu banner, tidying up the Posyandu yard, and creating a vertical garden/hydroponic system. The materials needed for point 4 include cement, sand, paint, brushes, thinner, ornamental plants, fertilizer, a 75 cm x 40 cm banner, plywood/board, two banner hooks (wire), artificial grape leaves, Japanese mat (3 m x 3 m), used bottles, soil, and a frame made of bamboo.

e. Point 5: Sloped Path Near Teh Neng's House

The youth will carry out various activities at point 5, such as cement flooring, plant decoration, stair repairs, wall painting/mural, DIY seating, and installing a banner to cover the bamboo area. The materials needed for point 5 include cement, sand, ornamental plants, used tires, and banners.

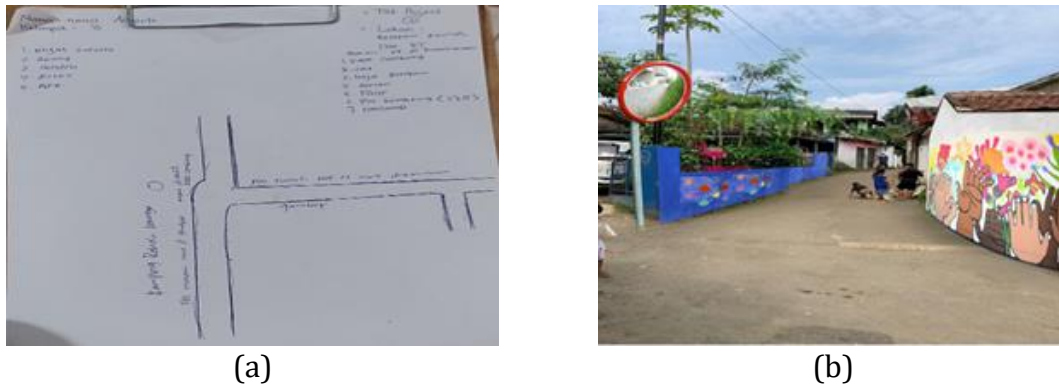


Figure 4. Design Plan for the Kampung Entrance Project

## Discussion

### *Leadership Education*

Adolescence is a critical transition period from childhood to adulthood that is essential for instilling and developing leadership skills. Leadership is the process of influencing others and involves achieving goals shared between the leader and their followers<sup>17</sup>. A leader not only directs but also inspires, builds respect, and fosters cooperation and loyalty within the group. Emphasize that youth development is a process that prepares young people to face the challenges of adolescence through activities that help them become competent<sup>18</sup>. Based on the theory of positive youth development, it is believed that every child and adolescent has the potential to become a leader in the future. Therefore, leadership qualities are not limited to adults but can also be identified and nurtured from an early age, especially during adolescence. Research indicates that both public and private schools have not effectively equipped students with leadership skills<sup>19</sup>. This finding highlights the need for additional efforts outside the school environment to provide more opportunities for students to develop leadership skills and engage in decision-making. This further underscores the importance of adequate support and facilities in youth leadership development, ensuring that the leadership potential of adolescents can be fully realized.

Maximizing the potential of adolescents as future leaders requires increased attention to coaching and empowerment approaches. The goal is to provide opportunities and resources needed for adolescents to develop leadership skills

<sup>17</sup> John Knights, "Understanding Leadership," in *Leading Beyond the Ego* (New York: Routledge, 2018), 22.

<sup>18</sup> Amy Edelman et al., *Youth Development and Youth Leadership: A Background Paper* (Washington, DC: Institute for Educational Leadership, National Collaborative on Workforce and Disability for Youth, 2004).

<sup>19</sup> U. I. Ekpoh, A. O. Edet, and E. S. Uko, "Youth Leadership Skills' Empowerment for National Transformation," *Journal of Emerging Trends in Educational Research and Policy Studies* 5, no. 1 (2014): 81.

effectively through a structured and ongoing process. By creating a supportive environment where adolescents feel valued and have opportunities to take the initiative, they can learn, hone leadership skills, and improve their abilities to work together and solve problems.



*Figure 5. Session on “Youth Leadership Education”*

Efforts to strengthen leadership qualities must include developing self-confidence and empathy. Effective leadership requires not only technical skills but also the ability to understand and relate to others. A good empowerment program includes emotional intelligence training to help adolescents understand and manage their emotions and develop positive relationships with others. With these skills, adolescents will be better able to lead and have a positive impact on their communities.

This program is designed to enable adolescents to practice their leadership skills in situations relevant to their daily lives. They are encouraged to apply these skills in their local environment, with the hope that they can contribute positively to the village. The program aims for adolescents to be actively involved in planning and implementing local initiatives, solving community problems, and becoming agents of change. Additionally, it is expected that they can develop innovative solutions to the challenges in their village and strengthen the social and economic structures of the community sustainably.

The material presented in the youth leadership education session covers two main aspects. First, emphasis is placed on the urgency of youth leadership skills in facing the challenges of the Industrial Revolution 4.0. This includes an in-depth analysis

of the characteristics of challenges arising in the era of disruption as well as identifying the opportunities and threats faced by human roles in the context of the growing advancement of artificial intelligence. Providing a clear understanding to adolescents is crucial in strengthening their leadership, as this can enhance their critical thinking and motivate them to be actively involved in change. Youth leadership requires not only influence but also vision and authority, which can appear in both formal and informal forms<sup>20</sup>. Thus, to be an effective leader, adolescents must have clear goals and the ability to gain recognition from others. Second, the material reviews the concepts and core competencies needed to shape relevant and adaptive leadership characteristics across different eras. This material explores key competencies necessary for forming leadership qualities designed for relevance and adaptation in the modern era. By understanding and developing these skills, adolescents are projected to be ready to face dynamic leadership challenges.

First, self-understanding includes awareness of personal strengths, weaknesses, values, and motivations, which serve as the foundation for authentic and effective leadership. Next, the development of communication skills, both verbal and non-verbal, is crucial for conveying messages clearly and building productive relationships. The ability to create and maintain harmonious relationships within a group (*guyub*) is important for fostering a positive work environment. Additionally, strategies for learning efficiently support the capacity to adapt to new knowledge, while sound decision-making skills ensure impactful outcomes. Finally, the efficient management of resources, time, and priorities, along with the ability to work collaboratively in a group, enhance a leader's ability to achieve shared goals optimally. Focusing on these competencies aims to prepare adolescents to be effective and adaptive leaders in various social and professional contexts.



*Figure 6.* Facilitators guiding adolescents in identifying the physical environment

<sup>20</sup> Christine A. Kress, "Youth Leadership and Youth Development: Connections and Questions," *New Directions for Youth Development* 2006, no. 109 (2006): 45-56.

In the following session, the atmosphere became more interactive and dynamic. This session was designed to give adolescents an in-depth opportunity to explore and expand on new knowledge. During the discussion, the enthusiasm and engagement of the adolescents were palpable, reflecting a high interest in the material presented. The speakers actively shared their experiences and insights, providing deep perspectives on the topics discussed. Meanwhile, facilitators played a crucial role in ensuring that the discussion remained focused and productive, guiding conversations towards the practical application of the learned concepts.

Active interaction between participants, speakers, and facilitators created a conducive learning environment where ideas could develop further. The speakers provided analogies and open-ended questions about leadership concepts, encouraging the adolescents to share their initial understanding and ask about aspects they did not fully grasp. Facilitators used various methods to help adolescents grasp leadership concepts. They applied case studies to demonstrate the real-world application of leadership, engaged in brief simulations and role plays, and carried out practical activities such as designing leadership plans and writing reflections to reinforce learning. Facilitators also provided feedback and encouraged reflection to deepen understanding. Visual media, such as videos and infographics, were used to explain concepts in an engaging and easily understandable manner. All these techniques combined to create a supportive learning environment, making it easier for adolescents to master and apply leadership skills. Deep, participatory discussions helped adolescents feel more confident and motivated to apply what they had learned, boosting their self-confidence and preparing them to face challenges, supporting their leadership development to become better leaders in the future.

### ***Management Skills Education and Environmental Development Project Planning***

Adolescents need protective factors, or factors that delay, minimize, or even neutralize negative outcomes, helping protect them from the negative effects of risk factors<sup>21</sup>. Protective factors are closely related to positive relationships, such as increasing adolescents' care for their families, enhancing life skills, and making changes to their environment. Family-Friendly Village Model is derived from the family-friendly area model developed based on family sociology and ecology theories<sup>22</sup>. Sociologically, the family is the smallest social unit in society that influences and is influenced by its environment. The interconnection and interdependence between families and their environment are basic concepts of family ecology. In practice, families interact and

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<sup>21</sup> Euis Sunarti, Islamia Islamia, Nurul Rochimah, and Miftahul Ulfa, "Pengaruh Faktor Ekologi terhadap Resiliensi Remaja," *Jurnal Ilmu Keluarga dan Konsumen* 10, no. 2 (2017): 107-119, <https://doi.org/10.24156/jikk.2017.10.2.107>.

<sup>22</sup> Euis Sunarti, *Model Pembangunan Wilayah Ramah Keluarga di Kota Bogor*, Laporan Kajian Kampung Ramah Keluarga Kota Bogor, 2018.

establish relationships with both social and natural environments<sup>23</sup>. The natural and social environments are parts of the family's external environment, while the internal environment includes the micro-system, which is part of the meso, exo, and macro systems<sup>24</sup>. Families' interactions with the natural environment are inevitable, including maintaining cleanliness, orderliness, and safety at home<sup>25</sup>. Therefore, as family members, adolescents have a duty and responsibility to maintain their physical environment, one of which is by becoming agents of change in their surroundings by initiating creative projects that benefit the community.



*Figure 7.* Adolescents showcasing reflections on leadership

The adolescents' contribution to initiating creative projects is part of the manifestation of their leadership and management skills as community members. They were directed to be mindful of their environment, aligning with Sunarti who emphasized that the physical environment is a crucial component in developing a family-friendly area<sup>26</sup>. A good environmental quality encompasses safety, health, housing conditions, accountability, aesthetic quality, economic sufficiency, and social support resources. As an extension of the family-friendly area development model, Ciherang Family-Friendly Village is a strategic area for the capacity-building of youth,

<sup>23</sup> Euis Sunarti, *Modul Ketahanan Keluarga*, Bogor: IPB Press, 2018.

<sup>24</sup> Euis Sunarti, *Naskah Akademis Pengembangan Model Ecovillage: Pembangunan Kawasan Perdesaan serta Sumbangan Pertanian Bagi Peningkatan Kualitas Hidup Penduduk Perdesaan*, Bogor: Crespent Press, 2009.

<sup>25</sup> Euis Sunarti, *Model Pembangunan Wilayah Ramah Keluarga di Kota Bogor*, Laporan Kajian Kampung Ramah Keluarga Kota Bogor, 2018.

<sup>26</sup> Euis Sunarti, Anggi Fithriyah, and Miftahul Ulfa, "Family-Friendly Kampong (FFK) Modelling: Developing Urban Resilience in Disaster-Prone Area," in *Equity, Equality, and Justice in Urban Housing Development* (KnE Social Sciences, 2019), 243–255, <https://doi.org/10.18502/kss.v3i21.4972>.

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both those involved in existing youth organizations and those informally grouped or unaffiliated<sup>27</sup>.

During the implementation of the service activities, several challenges were encountered. First, aligning the education schedule with the varied availability of the youth proved challenging, as many of them were still in school, doing internships, or working. Second, the discipline of the youth in attending program sessions on time was often lacking, as they frequently waited for one another and arrived late due to shyness. Moreover, during the environmental project planning process, the youth needed repeated encouragement, as this activity was a new experience for them.

The youth of Desa Ciherang can continue implementing the environmental improvement project plans, with ongoing youth mentoring programs and support from community leaders to maintain the youth's enthusiasm and involvement.

## Conclusion

The community service initiative focused on leadership education, management skills training, and environmental project planning has proven effective in enhancing the youth's leadership capabilities and encouraging active participation in their community. Through the process of environmental assessment, participants were able to develop a deeper understanding of their village's conditions, cultivating a heightened sensitivity to the needs and challenges of their environment. This aligns with the theoretical perspectives of inclusive education and active learning, where students are not only recipients of knowledge but also contributors to their community's growth .

The leadership education provided strengthened the adolescents' sense of responsibility, self-awareness, and their potential role as future leaders in their community. Additionally, the management skills development offered practical knowledge in risk management and project planning, which was effectively applied in designing solutions for environmental improvements. This theoretical foundation of Service Learning is evident in the application of academic knowledge to real-world contexts, which allowed participants to see the direct impact of their efforts on their community.

The group discussions, observations, and planning activities revealed the youth's potential to drive sustainable community development. They showed great promise in problem identification and solution formulation, particularly in enhancing public spaces and infrastructure. The community service process emphasized collaborative learning

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<sup>27</sup> Euis Sunarti, Model Pembangunan Wilayah Ramah Keluarga di Kota Bogor, Laporan Kajian Kampung Ramah Keluarga Kota Bogor, 2018.

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and critical thinking, where participants were guided to assess the existing conditions and propose actionable solutions.

In reflecting on the process, it is recommended to increase the frequency of meetings and interactive sessions. This would encourage more critical thinking and creative problem-solving among participants as they formulate and refine follow-up plans for continued environmental improvements. Further integration of peer learning and mentorship could also empower youth to take leadership roles in future community projects.

This community service project has not only enhanced the participants' leadership and management skills but also fostered a sense of social responsibility and community engagement. These outcomes are aligned with the theoretical foundations of Service Learning, where students engage in meaningful community work while simultaneously developing essential academic and life skills. Moving forward, expanding the program to include more collaborative opportunities and practical experience would further maximize the impact on both the students and the community.

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