



UNIVERSITI
TEKNOLOGI
MARA

Akademi
Pengajian Bahasa **Unleashing Potentials**
Shaping the Future

E-ISSN: 2682-7948

Buletin APB

EDISI 11

NOVEMBER 2023

AKADEMI PENGAJIAN BAHASA
UNIVERSITI TEKNOLOGI MARA
CAWANGAN NEGERI SEMBILAN
KAMPUS SEREMBAN





We Motivate, You Lead

NOR SYAMALIAH NGAH, AZILA AYOB & NORAZLIN ABD AZIZ

UiTM KAMPUS SEREMBAN

Education is one of the key determinants in producing competent leaders (Ausat & Suherlan, 2021). Thus, it is crucial for schools to implement leadership education programs in order to develop school students' moral character and leadership abilities. With the aid of this strategy, school students can better comprehend the principles of leadership, hone their cooperation and communication abilities, and obtain actual experience in managing teams or organisations (Khairani, 2022). However, few and poorly coordinated leadership education initiatives are still being used in schools (Cahyon et al., 2023). According to the school prefect's teachers at SMK Sentosa, Kampar, Perak, due to teachers' busy schedules and the small number of possibilities for school students to exhibit their capabilities, the school does not provide adequate chances for school students to build their leadership abilities. School students may not benefit fully from the curriculum since some schools still view leadership development as an optional extra that is not particularly significant.

Therefore, 30 students from the Faculty of Administrative Science and Policies study with the lecturer, Dr. Sharifah Fatimah Syed Mohd Fuzi, took an opportunity to contribute their knowledge and skills to the community, specifically school students at SMK Sentosa by organising the program titled "We Motivate, You Lead". The "We Motivate, You Lead" program aims to overcome the issue of less effective leadership skills among high school students, which has long-term effects significant to individuals and communities (Mincu, 2022).

The lack of effective leadership among high school students has brought up several challenges, including restricted opportunities for future generations to grow personally and develop as constructive leaders and low self-identity. Lack of good leadership among high school students can have major and lasting impacts.

School students who do not hone their leadership abilities may find it difficult to achieve in their future employment and personal life, according to Anderson & Lu (2017). Additionally, they risk missing opportunities for personal development and progress as well as limiting their ability to make a positive impact on the community and society. Furthermore, a future dearth of leaders at all levels may result from high school students' lack of effective leadership values.

The "We Motivate, You Lead" program was created to give school students the chance to develop their leadership abilities through participation in specific activities that require excellent teamwork to complete the objective at hand. The "We Motivate, You Lead" program promoted a casual atmosphere and did not require formality. Without formality, it would be simpler for the facilitators to get to know the school students more thoroughly and comprehend their needs and issues, which might lead to the development of a positive relationship between the facilitators and the school students. Additionally, it is to guarantee the student's comfort throughout the programs. In a stress-free setting, the school students would give the program all of their enthusiasm and focus. The activities were divided into three sessions, which were team-building activities, motivational talks, and a group presentation.

School students who lack confidence in public speaking typically struggle with effective communication. This may have an impact on how they do in school, how they interact with others, and how likely they are to achieve in the future. The reason for this is that communication is an effective instrument for forming one's identity, and school students who lack communication skills will find it difficult to resolve disagreements and will do poorly in terms of teamwork and collaboration when working on a group project (Rao, 2019). According to Cahyon et al. (2023),

the classroom is where communication occurs mostly among school students. Nevertheless, when it comes to public speaking, students tend to be more passive. The goal of this program is to build students' self-confidence and equip them to be dedicated leaders in the future. The students were divided into small groups and were obliged to discuss and share their ideas on their duties, the difficulties they experienced as leaders, and suggested solutions to deal with the problem at the school level.

All of the program's activities assist the school students in fostering teamwork among team members. Participating in a variety of activities will help team members enhance their communication skills. As a result, output is increased, teamwork is encouraged, miscommunication is reduced, and communication is improved. Team-building exercises can promote camaraderie and cooperation among teammates. When students participate in activities that require them to collaborate to achieve a common goal, school students can learn to use one another's skills, assist one another, and cooperate more successfully—improved teamwork results in the formation of a stronger and more cohesive team. It gives them an opportunity to unwind, have fun, and connect outside of the classroom. These positive interactions could energise the team and boost morale. When members of the team feel connected to and invested in the group, they are more likely to be enthusiastic, productive, and committed to helping it accomplish its goals. The purpose of the motivational speaking session is to inspire the school students as the speaker tells tales of achievement, resiliency, and overcoming obstacles. These lectures can provide school students with a feeling of direction and help them realise their leadership potential. Hearing about the triumphs and experiences of others can help people see their own paths to success and set important goals. Thus, we introduce the student to the process of entering higher-level education during this motivational session. With the help of this sharing, school students can learn more about higher education early on and make decisions to further their studies.

In conclusion, building a generation of capable leaders through leadership education at school is a vital strategy. Motivation programs will assist people in realising their potential and pushing their boundaries, which will improve their performance in both personal and professional activities. Motivational programs have the power to unleash higher levels of productivity and accomplishment by fostering a feeling of purpose and self-belief. Building self-esteem and confidence is a common goal of motivational programs. People can increase their confidence in their skills by using a variety of techniques, including affirmations, constructive self-talk, and getting rid of limiting beliefs. Increased self-confidence enables people to take chances, take advantage of opportunities, and overcome obstacles in addition to improving performance. It helps the student to recognise their self-efficiency. It is hoped that school students at SMK Sentosa can grow in their capacity to lead effectively and morally in the future.

Reference

- Anderson, M. L., & Lu, F. (2017). Research: How Leadership Experience Affects Students. *Harvard Business Review*.
<https://hbr.org/2017/02/research-how-leadership-experience-affects-students>
- Ausat, A. M. A. (2022). Positive Impact of The Covid-19 Pandemic on The World of Education. *Jurnal Pendidikan*, 23(2), 107-117.
<https://doi.org/10.33830/JP.V23I2.3048.2022>
- Cahyono, A. S., Tuhuteru, L., Julina, S., Suherlan, S., & Ausat, A. M. A. (2023). Building a Generation of Qualified Leaders: Leadership Education Strategies in Schools. *Journal on Education*, 5(4), 12974-12979.
- Khairani, L. A. (2022). Kepemimpinan Kepala Sekolah dalam Pendidikan Karakter Peserta Didik di Era Digital 4.0. *Pendidikan, Saintek, Sosial Dan Hukum (PSSH)*, 1, 1–20.
- Mincu, M. (2022). Why is school leadership key to transforming education? Structural and cultural assumptions for quality education in diverse contexts. *Prospects*, 52(3-4), 231-242.
- Rao, P. S. (2019). The importance of speaking skills in English classrooms. *Alford Council of International English & Literature Journal (ACIELJ)*, 2(2), 6-18
- Suriansyah, A., & Aslamiah. (2015). Strategi Kepemimpinan Kepala Sekolah, Guru, Orang Tua, dan Masyarakat dalam Membentuk Karakter Siswa. *Cakrawala Pendidikan*, XXXIV(2)