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# BASIC LEADERSHIP TRAINING TO ENHANCE PUBLIC SPEAKING SKILLS, LEADERSHIP AND MOTIVATION AMONG STUDENT COUNCIL MEMBERS

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***Abstract****. This community service program aimed to improve the public speaking, leadership, and motivation of student council administrators at State Senior High School 1 of West Riung, East Nusa Tenggara, Indonesia, through Basic Leadership Training. The student council administrators faced several challenges, including low self-confidence in public speaking, limited leadership skills, insufficient motivation to organize, and a lack of experience managing school organizational activities. The program was implemented in three stages: preparation, implementation, and evaluation. During the preparation stage, participant needs were identified through observation, coordination with the school was conducted, and training materials were developed. The implementation stage consisted of lectures, group discussions, simulations, speech practices, ice-breaking activities, and leadership games. The training materials focused on public speaking, leadership, organizational motivation, and teamwork. The evaluation process involved observing participant engagement, administering response questionnaires, and assessing public speaking performance. The results demonstrated that the training program effectively increased participants' confidence in speaking before an audience, enhanced their leadership skills in managing groups and discussions, and strengthened their motivation to implement organizational programs within the school. Throughout the activities, participants showed greater enthusiasm, active participation, self-confidence, and collaboration skills. The positive responses and high level of engagement indicated that the training provided a meaningful learning experience for the student council administrators. Therefore, Basic Leadership Training can serve as an effective approach to fostering communicative, disciplined, responsible, and leadership-oriented student character within school organizations.*

***Keywords:*** *leadership, organizational motivation, public speaking*

**Abstrak**. Kegiatan pengabdian kepada masyarakat ini bertujuan untuk meningkatkan kemampuan public speaking, kepemimpinan, dan motivasi pengurus organisasi siswa intrasekolah melalui Latihan Kepemimpinan Tingkat Dasar di SMA Negeri 1 Riung Barat. Permasalahan yang dihadapi pengurus organisasi siswa intrasekolah meliputi rendahnya kepercayaan diri dalam berbicara di depan umum, kurangnya keterampilan kepemimpinan, motivasi organisasi yang belum optimal, serta minimnya pengalaman dalam manajemen organisasi sekolah. Kegiatan pelatihan dilaksanakan melalui beberapa tahapan, yaitu tahap persiapan, pelaksanaan, dan evaluasi. Pada tahap persiapan dilakukan observasi kebutuhan peserta, koordinasi dengan pihak sekolah, dan penyusunan materi pelatihan. Tahap pelaksanaan dilakukan melalui metode ceramah, diskusi, simulasi, praktik pidato, ice breaking, dan games kepemimpinan. Materi yang diberikan meliputi public speaking, kepemimpinan, motivasi organisasi, dan kerja sama tim. Evaluasi kegiatan dilakukan melalui observasi partisipasi peserta, angket respons peserta, dan penilaian praktik public speaking. Hasil kegiatan menunjukkan bahwa pelatihan latihan kepemimpinan tingkat dasar mampu meningkatkan keberanian siswa dalam berbicara di depan umum, kemampuan memimpin kelompok dan diskusi, serta motivasi dalam menjalankan program kerja organisasi sekolah. Peserta terlihat lebih aktif, percaya diri, dan mampu bekerja sama dengan baik selama kegiatan berlangsung. Antusiasme peserta yang tinggi menunjukkan bahwa kegiatan pelatihan ini memberikan pengalaman belajar yang positif bagi pengurus organisasi siswa intrasekolah. Dengan demikian, pelatihan kepemimpinan tingkat dasar dapat menjadi salah satu strategi efektif dalam membentuk karakter siswa yang komunikatif, disiplin, bertanggung jawab, dan memiliki jiwa kepemimpinan dalam organisasi sekolah.

**Kata Kunci**: kepemimpinan, motivasi organisasi, public speaking

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## INTRODUCTION

Student councils play an important role in the character development of students within the school environment (Utami & Purwanto, 2022). Through organizational activities, students

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are trained to develop responsibility, discipline, teamwork, and decision-making skills. Student councils also provide a platform for students to learn how to manage activities, solve problems, and build positive social relationships with their peers and teachers (Mutiatunnisa et al., 2025). Active involvement in school organizations can help foster leadership qualities and enhance students' readiness to face challenges in society and higher education.

In implementing organizational programs, public speaking and leadership skills are essential competencies for student council administrators (Adriansyah et al., 2023). Public speaking skills enable students to express their ideas, lead meetings, provide directions, and establish effective communication during school activities (Sahara & Satria, 2025). Furthermore, leadership abilities are necessary to enable student council administrators to organize work programs, collaborate effectively in teams, and serve as role models for other students (Walewangko et al., 2023). However, in practice, some student council administrators still exhibit low levels of self-confidence and limited ability to communicate effectively in public. This condition often results in reduced participation in discussions, reluctance to express ideas, and less effective performance in organizational responsibilities.

In addition to communication and leadership skills, motivation is a crucial factor supporting the success of student council administrators in fulfilling their organizational responsibilities (Az'zahra & Pujianto, 2024). Students with high levels of motivation tend to be more active, responsible, and enthusiastic about contributing to the development of school organizations (Fikrie & Ariani, 2019). Therefore, there is a need for development programs that can simultaneously enhance students' competencies and motivation. One effective approach is the implementation of Basic Leadership Training. This program is designed to equip students with public speaking skills, leadership competencies, teamwork abilities, and organizational motivation through various training methods, discussions, simulations, and practical activities. Through such training, student council administrators are expected to become more confident, communicative, and responsible in carrying out their organizational duties.

Basic Leadership Training is a structured program designed to develop students' fundamental leadership competencies within school organizations (Siahaan et al., 2023). This training is generally provided to student organization administrators as preparation for fulfilling their organizational roles and responsibilities (Firmansyah et al., 2025). The program focuses not only on leadership theories but also on communication skills, teamwork, decision-making, and social responsibility. Through Basic Leadership Training, students are expected to gain a better understanding of their organizational roles while developing discipline, self-confidence, and collaborative skills (Mardianah et al., 2023). Moreover, the program contributes to character development by encouraging students to become more independent, active, and responsible in both school and community settings.

Public speaking refers to the ability to communicate information, ideas, or opinions effectively and clearly before an audience (Kuntoro et al., 2022). This competency is particularly important for student council administrators because it is closely related to leading meetings, presenting opinions, serving as masters of ceremonies, and providing directions to organizational members. Effective public speaking involves several fundamental techniques, including mastery of content, clear and appropriate language use, eye contact with the audience, proper voice intonation, and self-confidence while speaking (Trimastuti et al., 2021). Strong public speaking skills can help students build confidence, improve communication effectiveness, and strengthen cooperation within school organizations.

Student leadership refers to a student's ability to influence, guide, and motivate others to achieve common goals within an organization (Putrawansyah et al., 2026). Effective student leaders demonstrate characteristics such as responsibility, discipline, self-confidence, honesty, teamwork, and sound decision-making abilities (Nurwahidah et al., 2024). In school organizations, leadership is essential to ensure that planned activities are implemented effectively and systematically. As leaders of student organizations, student council administrators play a significant role in mobilizing members, organizing work programs, and serving as positive examples for other students. Therefore, leadership development should be

fostered from an early stage through training programs and meaningful organizational experiences.

Organizational motivation refers to the internal drive that encourages individuals to actively participate and perform their responsibilities within an organization (Sosialisman et al., 2023). Students' motivation may be influenced by various factors, including support from teachers and peers, a positive organizational environment, self-confidence, and recognition of their achievements. Students with strong motivation are generally more active, responsible, and enthusiastic in carrying out organizational activities. Various strategies can be employed to enhance organizational motivation, including training programs, continuous mentoring, engaging and creative activities, and appreciation for students' achievements within the organization (Fauzan et al., 2023). Strong motivation enables student council administrators to implement organizational programs more effectively and contribute positively to school development.

Based on observations and discussions with school administrators, several challenges were identified among student council administrators at State Senior High School 1 of West Riung. Some students experienced difficulties in public speaking, including a lack of confidence when expressing opinions, leading meetings, or serving as masters of ceremonies during school events. In addition, students' leadership skills were relatively limited, as reflected in their difficulties in organizing activities, collaborating within teams, and making organizational decisions. Their motivation to carry out organizational responsibilities was also not yet optimal, resulting in several organizational programs being implemented less effectively. These challenges were further influenced by students' limited experience in organizational management and school activity coordination.

Through the implementation of Basic Leadership Training as a community service program, this initiative aimed to improve the public speaking skills of student council administrators, develop students' leadership competencies, and strengthen their motivation and sense of responsibility in managing school organizations. The training was expected to enhance students' confidence in public speaking and improve their ability to lead organizational activities effectively. Furthermore, the program was intended to assist the school in developing active, disciplined, and competent student council administrators who could contribute to the optimal development of student character through various school organizational activities.

## METHOD

The implementation of the program began with a preparation stage, which included a needs assessment of the participants, coordination with the school administration, and the development of training materials tailored to the conditions and needs of the student council administrators. The needs assessment was conducted to identify the challenges faced by students within the organization, particularly those related to public speaking, leadership, and organizational motivation. Subsequently, the implementation team coordinated with the school regarding the schedule, participant selection, and technical aspects of the program. Based on the findings of the needs assessment, training materials were developed covering public speaking, leadership, organizational motivation, and teamwork as essential competencies for managing school organizations.

During the implementation stage, the program employed various learning methods, including lectures, group discussions, simulations, speech practice sessions, ice-breaking activities, and leadership games designed to enhance participant engagement. Participants were given opportunities to practice public speaking skills and collaborate in groups through a variety of simulation-based activities. Following the completion of the training sessions, an evaluation stage was conducted to assess the effectiveness of the program. The evaluation process included observations of participant engagement throughout the activities, the distribution of participant response questionnaires, and assessments of public speaking performance to measure improvements in students' communication skills and self-confidence after participating in the Basic Leadership Training program.

## RESULT AND DISCUSSION

The Basic Leadership Training program at State Senior High School 1 of West Riung was successfully implemented according to the planned stages and activities. The program began with an opening session, followed by training sessions on public speaking, leadership, organizational motivation, and teamwork through discussions and simulations. Throughout the program, participants demonstrated a high level of enthusiasm and engagement in all training sessions. This was reflected in their active participation in asking questions, expressing opinions, taking part in speech practices, and engaging in leadership games. In addition, the activities were documented through group photographs, records of training sessions, public speaking practices, and group activities as evidence of the implementation of the community service program.

The results of the program indicated positive changes among both current and prospective student council administrators after participating in the Basic Leadership Training program. Most participants became more confident in speaking before an audience and were more willing to express their opinions during group discussions and presentations. Their leadership skills also improved, as demonstrated by their increased ability to lead groups, facilitate discussions, provide direction, collaborate effectively, and make decisions within team settings. Furthermore, participants showed greater motivation in carrying out student council programs, as evidenced by their enthusiasm for becoming more actively involved in school organizational activities and their willingness to develop more innovative and beneficial programs for the school community.

The improvements observed during the training activities suggest that the program contributed positively to the development of students' communication skills, leadership competencies, teamwork abilities, and organizational commitment. Evidence of participant engagement, attentiveness during training sessions, presentation activities, and simulation exercises is presented in the following figures.




**Figure 1.** *Basic leadership training session on leadership and organizational development*

The findings of the program indicate that the basic leadership training had a positive impact on improving the public speaking, leadership, and motivation of student council administrators at State Senior High School 1 of West Riung. Throughout the training activities, participants became more active and confident in expressing their opinions and asking questions during discussions and practical sessions. The improvement in students' confidence when speaking in public suggests that the training methods employed, including speech practice, simulations, and group discussions, were effective in reducing anxiety and enhancing self-confidence. These findings are consistent with the concept of public speaking, which emphasizes that direct practice can improve communication skills and increase students' confidence in presenting ideas before an audience.

In addition to enhancing communication skills, the Basic Leadership Training program also contributed positively to the development of students' leadership competencies. Through teamwork activities, leadership simulations, and group games, participants were trained to make decisions, organize group activities, and take responsibility for assigned tasks. During the program, students demonstrated improved collaboration skills and showed a greater ability to lead group discussions independently. These outcomes suggest that hands-on learning experiences can help students better understand the roles and responsibilities of leaders within school organizations. Therefore, the Basic Leadership Training program not only provided participants with theoretical knowledge of leadership but also offered practical opportunities to develop leadership skills in real group settings.




**Figure 2.** *Participant engagement during the basic leadership training program.*

The training program also contributed to enhancing students' motivation to participate in and manage school organizational activities. Following the training, participants demonstrated greater enthusiasm for organizational involvement and expressed a stronger commitment to developing student council programs more actively and creatively. This increase in motivation can be attributed to the interactive learning environment, support from the facilitators, and the incorporation of activities that encouraged direct student participation (Kusumawati et al., 2025). Strong organizational motivation is essential for student council administrators because it influences students' sense of responsibility, discipline, and commitment in carrying out their organizational duties (Linda & Fikri, 2026). With improved motivation, school organizational activities are expected to be implemented more effectively and generate greater benefits for the school community (Leithwood et al., 2002).

Overall, the implementation of this community service program through Basic Leadership Training can be considered successful in achieving its intended objectives. The success of the program was reflected in increased participant engagement, greater confidence in public speaking, improved leadership abilities in group settings, and stronger motivation to participate in school organizations (Abduvasitov, 2026). Several factors contributed to the effectiveness of the program, including strong collaboration between the implementation team and the school administration, high participant enthusiasm, and the use of engaging and diverse training methods (Mandita & Aprilia, 2025). Nevertheless, continuous follow-up activities are still needed to ensure that the competencies acquired by students can be further developed and sustained over time. Therefore, Basic Leadership Training is recommended to be implemented regularly as part of student character development and leadership enhancement programs within schools.

## CONCLUSION

Based on the implementation of the community service program in the form of Basic Leadership Training at State Senior High School 1 of West Riung, it can be concluded that the program successfully improved the public speaking, leadership, and organizational motivation of student council administrators. Through various training methods, including lectures,

discussions, simulations, speech practices, and leadership games, participants demonstrated increased self-confidence in public speaking, enhanced teamwork and leadership abilities, and greater enthusiasm for carrying out organizational programs. The high level of participant engagement throughout the program further indicates that Basic Leadership Training serves as an effective approach to fostering active, disciplined, communicative, and responsible student character. Therefore, this program is expected to generate sustainable positive impacts on the development of student council administrators and contribute to character building among students within the school environment.

## CONCLUSION

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