Development of Leadership Potential Through Student's Hobby in Sport

Nurrul Riyad Fadhli[1], Ahmad Narabadi[1(✉)], Muh Arafik[1], Teguh Triwiyanto[1], Pramono[1], Rosdiana Amini[1], Anisa Maulidina[1], Siti Amalia[1], Endra Ubaidillah[1], Min-Ling Hung[2], and Rida Hanania[1]

[1] Universitas Negeri Malang, Malang 65145, East Java, Indonesia
{nurrul.riyad.fik,ahmad.nurabadi.fip}@um.ac.id
[2] Ming Cuan University, Taipei, Taiwan

Abstract. This study aims to determine the potential of student leadership through students' hobbies. The location of this research is SMA Lab, State University of Malang. The subjects were 738 students. The research design used is descriptive quantitative with survey method. The instrument used is a questionnaire in the form of a google form that provides 22 questions related to student leadership and hobbies. The data analysis technique used is descriptive statistics showing the maximum, maximum, and average points obtained by students. The results of the study showed that male students who liked to exercise had the highest number of 135 students with an average score of 65. While the highest average score was on the interpersonal type students with an average value of 72.3 but only 4 students. The highest average score for female students who have a spatial hobby type is 69.2. While the lowest average score for students who have a sports hobby type with a value of 67 with a total of 57 students. Of all male and female students, the maximum score is 97, male students like to exercise.

Keywords: leadership · high school students · sports hobbies

1 Introduction

Leadership has been identified as an important but underdeveloped life skill among sports. Children and adolescents who enter into sports are believed that children and adolescents will gain important life skills and experiences. In a qualitative study related to coaching and development of training, half of the trainers reported that the coach did not give the chair enough responsibility or opportunity to lead [1]. The leadership philosophy will be emphasized that sports participation alone does not give birth to leadership, but must be developed proactively [2]. Leadership theories are continuously developed over time to ensure success and strong growth in the sports industry [3].

The school has provided various services in developing the leadership potential of students. One example that usually occurs in the classroom is the existence of a class organizational structure to become the class leader (leader). In extracurricular activities, leadership is usually given to extracurricular and organizational activities

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as a channel for students' hobbies. Scholars have developed a set of practices called leadership challenges as well as making extraordinary things happen in organizations [4]. Personal development of students through expansion of interests, potential development, and providing opportunities to shape character and leadership training [5].

In Indonesia, the role of sports in junior high schools is able to apply positive values in social interaction, one of which is leadership which is in the good category [6]. However, in a study 13 principals in secondary schools stated that they were not trained or prepared to take on leadership roles and that their leadership duties were organizational [7].

Based on the results of previous studies, there has been no research related to the student's interest in student leadership potential. According to Emanuel Mango in a study that combines and identifies all theories of leadership, and to achieve leadership, it must be based on considerations of choosing, developing, practicing leadership, environmental organizations (not situations), people or groups carrying out leadership roles, the basis for leadership development based on leadership components, structure leadership, leadership outcomes, empirical research, and several areas for further study [3]. Therefore, it is necessary to know all aspects of leadership in order to know the development of leadership potential through the interests of students.

2 Method

The design in this research uses descriptive quantitative survey method. The test instrument used in this research is a questionnaire/questionnaire. Data collection in this study was carried out for one week by distributing questionnaires to high school students.

The research location is SMA Laboratory, State University of Malang. The population in this research is all students in SMA Laboratory, State University of Malang. The sampling technique used was total sampling with a total of 738 students from grade one to grade three which included 314 male students and 424 female students.

The instrument used by the researcher was the subject of filling out questionnaires related to students' hobbies in sports which included competitive sports, namely cycling, swimming, running, e-sports, horse riding, archery, dance, skateboarding, and others. Then students are directed to answer questions about student involvement in school organization, targets to be achieved after graduation, decision making, attendance in learning, dislike, adaptation, success factors, learning process, class ranking, weaknesses, strengths, listening to disagreements, looking for opinions, giving advice, listening to ideas, taking over from friends' mistakes, being controversial, violating learning principles, changes that will occur, and not forcing yourself in advising friends.

The assessment of the questionnaire used is to give points 1 to 5 for each answer indicator. The total number of questions is 22 questions. The total points obtained are a minimum of 22 with a value of 1 point for each question and a maximum of 110 points with a value of 5 points for each question. The data analysis technique used is descriptive statistics which aims to collect data, present data, and determine data results. The data obtained from each answer to the questionnaire is the data that is analyzed.

3 Result and Discussion

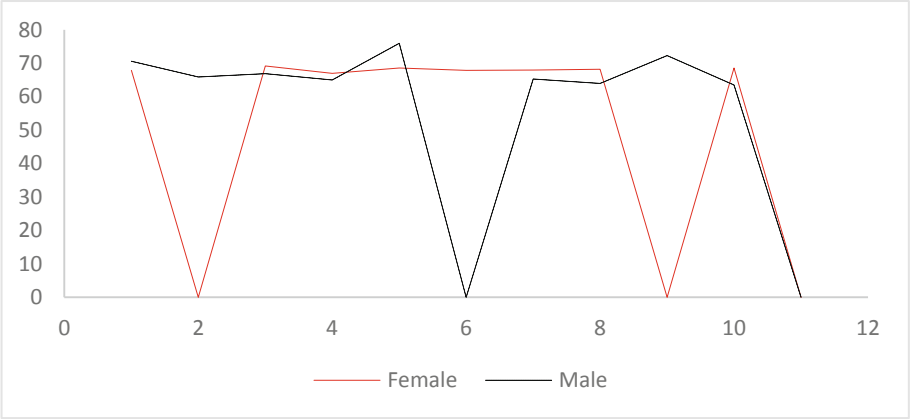
The distribution of questionnaires to students of Laboratory High School, State University of Malang, obtained the results of 738 students including 314 male students and 424 female students. The following are the results of measurements based on the preferences of children adopted from a leading psychologist, Howard Gardner from Harvard University that there are seven kinds of intellectual intelligence related to hobbies, including linguistic, mathematical or logical, spatial, kinesthetic or physical, musical, interpersonal, and naturalist [8].

Based on Fig. 1, male students who like to exercise have the highest number of 135 students with an average score of 65. While the highest score for students is the interpersonal type with an average value of 72.3 but only 4 students. The most visible value in Table 1 is the highest score for male students and female students is 97 with sports hobbies. Comparison with other studies which show that this can be developed with the participation of high school students in sports extracurricular activities where previous research has stated that students are more motivated than members of sports centers and non-competitive athletes [9]. Secondary school sport is considered a context that should be promoted as a positive youth development for athletes and students [10]. In addition, education can be used to influence positive expectations with the organization in attracting and retaining leadership potential [11]. Besides sports, male students are also interested in engineering [12].

The results of the differences in the preferences of female students in SMA Lab, State University of Malang, show that the points are slightly different. The highest score for students who have a spatial hobby type with a value of 69.2. This type of spatial hobby is

Table 1. Number of students, average, minimum, and maximum factors of leadership of SMA Lab UM students.

Hobby	Female student				Male student			
	N	Mean	Min	Max	N	Mean	Min	Max
Linguistic	92	67,9	47	87	16	70,6	57	82
Mathematic	0	0	0	0	10	65,9	48	75
Spatial	77	69,2	49	92	31	66,9	51	82
Kinesthetic								
Sport	57	67	52	80	135	65	30	97
Art	21	68,6	48	87	3	76	73	82
Culinary art	35	67,9	56	83	0	0	0	0
E-Sport	11	68	46	88	64	65,3	45	89
Musical	105	68,2	32	88	28	64	44	82
Interpersonal	0	0	0	0	4	72,3	64	81
Naturalis	21	68,6	55	85	17	63,5	48	79
Not a hobby	5	0	0	0	6	0	0	0



Noted :

1. Linguistic
2. Mathematic
3. Spatial
4. Sport
5. Art
6. Cullinary art
7. E-Sport
8. Musical
9. Interpersonal
10. Naturalis
11. Not a hobby

Fig. 1. Average leadership score for female and male students.

described in terms of hobbies and expertise in visualization and detailed images. While the lowest score for students who have a sports hobby type with a value of 67 with a total of 57 students. The results of the score on female students did not show the expected target of the researcher. This is due to the lack of female students participating in sports [13]. In relation to female students, they participate more in reading activities with a percentage of 63.79% [14]. In addition, female students are more inclined to the field of science [12].

However, this is different from the results of the research in Turkey with the final results that the leadership skills of high school students are included in the high category in supporting their students to exercise, with students excelling for those who have licenses or participate in individual sports, and family members who become sportsmen or athletes (Nelson et al., 2020). In addition, the majority of athletes believe that good development in sports shows a good social character as well [15]. The results in previous studies stated that student-athlete leadership is seen as a set of skills and mindsets that are driven by individual agency as a continuous process of developing, awareness of leadership skills, increasing self-expectations, self-confidence, and developing a transformational leadership mindset as they face learning. critical [16].

In several literature studies, there are leadership scores that find no difference between male and female gender [17, 18], but there are also studies that find higher female leadership scores [19]. In this research project, the research team did not dominate the gender comparison. More focus on discussing sports hobbies on students' leadership abilities. This study is supported by previous research which also found that there was no relationship between exercise and leadership [20]. However, other studies contradict

[21], this is on the grounds that students who exercise are more active, confident, and tend to lead in their social environment [22], and are fond of sports can improve personality which is one indication of skills. leadership.

Utilizing human and material resources of educational institutions on an effective management approach, a strong cultural texture, and strategic leadership in accordance with changing world conditions [23]. Sustainable leadership is essential for schools, which are organizations where education is carried out more than any other development. The most important leadership in schools is the principal, where his leadership will have an impact on all teachers, staff, and students. Principal leadership has a significant effect on school achievement in the field of sports [24]. To achieve a sustainable structure in the school ecosystem, addressing administrative and instructional problems in schools can only be realized with strong school leadership [25, 26]. Sport psychology professionals (SPP) as a vehicle are well positioned to engage in collaboration with sports organizations to support and enhance educational leadership philosophies, policies and programs for young athletes [27]. Indonesia has also been able to implement a sports model in which there are indicators of leadership content with an increase in performance of a 27% better difference in the application of a simulation education model [28].

4 Conclusion

Research on laboratory high school students, State University of Malang, obtained the results of 738 students including 314 male students and 424 female students. Male students who like to exercise have the highest number, namely 135 students with an average score of 65. While the highest score for students is the interpersonal type with an average value of 72.3 but only 4 students. The highest score for female students who have a spatial hobby type with a value of 69.2. While the lowest score for students who have a sports hobby type with a value of 67 with a total of 57 students. Of all male and female students, the maximum score is 97, male students like to exercise.

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