

The Role of Basic Youth Leadership Training (LKPD) on Behavioral Changes of The Dadi Congregation of Toraja Church Youth Fellowship

Archel Adriani Pasau¹, Sri Adrianti Muin²

¹Program Studi Manajemen Fakultas Ekonomi Dan Ilmu-Ilmu Sosial Universitas Fajar Makassar

²Universitas Fajar Makassar

*Corresponding Author: Archel Adriani Pasau

Email: archelpasau@gmail.com

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Abstract

This study aims to explore the role of Basic Youth Leadership Training (LKPD) in fostering behavioral changes among members of the Toraja Church Youth Fellowship (PPGT) Dadi Congregation. The research employed a qualitative descriptive approach to gain an in-depth understanding of participants' experiences and perceptions regarding the influence of leadership training on their attitudes and organizational behavior. Data were collected through semi-structured interviews, non-participant observations, and document analysis involving organizational leaders, LKPD committee members, participants who had completed the training, and members who had not participated. The data were analyzed using the interactive model of Miles, Huberman, and Saldaña, consisting of data condensation, coding, thematic analysis, data display, and conclusion drawing. The findings reveal that LKPD serves as a strategic leadership development program that not only enhances participants' knowledge and skills in leadership, communication, teamwork, time management, and organizational procedures but also promotes positive behavioral transformation. Participants demonstrated improved discipline, responsibility, self-confidence, communication abilities, collaboration, and commitment to organizational activities after completing the training. These behavioral changes were also recognized by organizational leaders and other members, indicating that the impact of LKPD extends beyond individual learning outcomes to organizational development. The study further identifies organizational support, a positive learning environment, and participant motivation as key enabling factors, while limited implementation time, competing commitments, and inconsistent opportunities to apply acquired competencies remain significant challenges. Overall, LKPD contributes substantially to the formation of competent, responsible, and service-oriented youth leaders, highlighting the importance of continuous leadership development programs in strengthening organizational sustainability and leadership succession within faith-based youth organizations.

Introduction

Organizations are established as structured entities through which individuals work collectively to achieve shared goals and objectives. The success of an organization depends not only on well-designed programs and strategic planning but also on its ability to effectively manage and develop its human resources Arraniri et al. (2025). Human resources are widely recognized as the most valuable organizational asset because they determine how efficiently organizational activities are implemented and how successfully organizational goals are achieved. Consequently, organizations must continuously invest in the development of their members through education, training, mentoring, and leadership development initiatives that enhance individual competence and organizational effectiveness.

Human resource management (HRM) plays a central role in ensuring that organizational members possess the knowledge, skills, attitudes, and behaviors required to contribute effectively to organizational performance. According to Hasibuan (2016), human resource management is both the science and the art of regulating relationships and managing human resources effectively and efficiently to achieve organizational objectives. This perspective emphasizes that organizational success is closely related to the quality of its human resources. Therefore, organizations need to implement systematic development programs that not only improve members' competencies but also cultivate positive attitudes and behaviors consistent with organizational values and goals.

Youth organizations represent one of the organizational contexts in which human resource development is particularly important Muswianto (2018). Beyond serving as social communities, youth organizations function as learning environments where young people develop leadership abilities, interpersonal communication, teamwork, responsibility, and decision-making skills. Participation in organizational activities enables young members to acquire practical experiences that prepare them for future leadership roles in society. Consequently, leadership development programs become an essential mechanism for strengthening members' organizational commitment while fostering personal growth and character development.

The Toraja Church Youth Fellowship is a youth organization operating within the Toraja Church that aims to nurture young members to become responsible Christian leaders capable of contributing actively to church ministries and community development. As a cadre-based organization, PPGT emphasizes not only the implementation of organizational programs but also the cultivation of leadership character, responsibility, discipline, teamwork, and service-oriented values among its members. Continuous member development is therefore regarded as a strategic priority to ensure organizational sustainability and effective leadership succession.

One of the primary leadership development programs implemented by PPGT is the Basic Youth Leadership Training. LKPD serves as a structured leadership training program designed to equip participants with organizational knowledge, leadership competencies, communication skills, teamwork abilities, and Christian values that support their responsibilities within the organization Nurlina (2025). Through lectures, group discussions, simulations, and experiential learning activities, participants are expected to develop greater confidence, responsibility, discipline, and readiness to assume leadership roles within the church and society.

Human resource development literature consistently recognizes training as a strategic instrument for improving both competence and organizational behavior (Dessler, 2015). Armstrong & Taylor (2023) argue that learning and development activities are designed not only to enhance employees' competencies but also to shape behaviors that align with organizational expectations. describe training as a systematic process intended to facilitate the acquisition of knowledge, skills, attitudes, and behaviors necessary for effective performance. These perspectives suggest that successful training extends beyond transferring technical knowledge by encouraging meaningful behavioral transformation that supports long-term organizational effectiveness Schultz (1961).

Within church youth organizations, the primary objective of LKPD extends beyond providing members with theoretical knowledge about organizational structures and procedures (Hormati et al. (2025). Rather, it seeks to cultivate behavioral changes that reflect leadership values in everyday organizational practice (Kirkpatrick & Kirkpatric, 2016). Such behavioral transformation may be observed through increased discipline in attending organizational activities, stronger responsibility in completing assigned tasks, improved confidence when

leading meetings or worship services, enhanced communication and collaboration among members, and greater commitment to organizational participation (Handayani & Hakim, 2025). Therefore, the effectiveness of LKPD should not be evaluated solely by the successful implementation of training activities but also by the extent to which participants demonstrate positive behavioral changes after completing the program Latif et al. (2025).

Organizational behavior scholars emphasize that behavioral change is a critical indicator of successful human resource development initiatives. Robbins & Judge (2013) define organizational behavior as the systematic study of how individuals, groups, and organizational structures influence behavior within organizations to improve organizational effectiveness. From this perspective, leadership training programs are expected to influence not only participants' cognitive understanding but also their attitudes, motivations, interpersonal relationships, and behavioral practices Mahari (2020). Consequently, evaluating behavioral outcomes provides valuable insight into the practical effectiveness of leadership development programs Mahari et al. (2020).

PPGT Dadi Congregation regularly organizes LKPD as part of its continuous effort to prepare young members for leadership responsibilities within the church. The training incorporates classroom instruction, interactive discussions, leadership simulations, and collaborative activities intended to strengthen participants' leadership competencies and organizational understanding (Mangkunegara, 2003; Mangkunegara, 2005). In addition to LKPD, the congregation also conducts other developmental activities, including music training programs that support worship services and ministry involvement. Nevertheless, LKPD differs from these initiatives because its primary emphasis lies in leadership formation, character development, organizational responsibility, and behavioral transformation, making it the organization's principal cadre development program (Aprilia & Iryanti, 2025).

According to the updated PPGT Dadi Congregation membership database in 2026, the organization has approximately 190 registered members. However, only about 30 to 50 members actively participate in regular organizational activities. Preliminary observations conducted by the researcher indicate several behavioral challenges among members. Some members frequently arrive late for youth worship services, organizational meetings, and other scheduled activities, causing delays in program implementation. Furthermore, some members demonstrate inconsistent responsibility in fulfilling assigned duties, limited confidence when asked to lead organizational activities, ineffective communication with fellow members, relatively low commitment to organizational participation, and limited willingness to assume leadership positions within the organization. These observations suggest that although LKPD has been implemented as a leadership development program, its intended behavioral outcomes may not yet be fully realized among all participants Sedarmayanti (2009).

Previous studies have predominantly examined leadership training in terms of its effectiveness in improving participants' competencies, leadership skills, organizational performance, or managerial capabilities Sutrisno (2009). While these studies generally report positive outcomes regarding knowledge acquisition and leadership competence, relatively few have explored how leadership training contributes to sustained behavioral transformation after training completion. Moreover, qualitative studies specifically investigating the role of Basic Youth Leadership Training (LKPD) in shaping behavioral change within church youth organizations remain limited. This gap in the literature highlights the need for an in-depth qualitative investigation that explores how LKPD influences members' discipline, responsibility, self-confidence, communication skills, and organizational commitment within the context of PPGT Dadi Congregation.

Considering the discrepancy between the intended objectives of LKPD as a leadership development program and the behavioral conditions observed among several organizational members, further investigation is warranted. Understanding how LKPD contributes to behavioral transformation will provide valuable insights for improving leadership development strategies, strengthening youth participation, and enhancing the overall effectiveness of cadre formation within PPGT Dadi Congregation. Ultimately, this study seeks to provide a comprehensive understanding of the role of Basic Youth Leadership Training in fostering positive behavioral change among church youth members while contributing to the broader literature on leadership development, organizational behavior, and human resource development in faith-based youth organizations (Yusuf & Hendra, 2023).

Method

Research Design

This study employed a qualitative descriptive research design to explore the role of Basic Youth Leadership Training (LKPD) in shaping behavioral changes among members of the Toraja Church Youth Fellowship (Persekutuan Pemuda Gereja Toraja/PPGT) Dadi Congregation. A qualitative approach was selected because the study seeks to understand participants' experiences, perceptions, and interpretations regarding the influence of leadership training on their attitudes and behaviors within the organization (Zikmund, 2003; Sugiyono, 2017; Muswianto, 2018). Rather than measuring causal relationships statistically, qualitative research enables researchers to investigate complex social phenomena from the perspectives of those directly involved Moleong (2018).

Qualitative research is an approach that explores and understands the meanings individuals or groups ascribe to social or human problems through detailed data collection and inductive analysis. Similarly, Muin et al. (2026) explain that qualitative research aims to understand social realities by interpreting participants' experiences, interactions, and meanings within their natural settings. Accordingly, this study focuses on understanding how LKPD contributes to behavioral changes, including discipline, responsibility, self-confidence, communication skills, collaboration, and organizational commitment among youth members Zikmund (2003).

Research Setting

The research was conducted at the Toraja Church Youth Fellowship (PPGT) Dadi Congregation, Indonesia. This organization was selected because LKPD is regularly implemented as its primary leadership development program for youth members. The research was carried out from July to August 2026, allowing sufficient time for observation, interviews, documentation, and data verification. Conducting the study in the participants' natural organizational environment enabled the researcher to capture authentic experiences and everyday organizational practices related to leadership development (Nugrahani, 2014).

Research Participants

Participants were selected using purposive sampling because they possessed direct knowledge and experience relevant to the research objectives. Purposive sampling is commonly employed in qualitative research to identify information-rich participants capable of providing comprehensive insights into the phenomenon under investigation (Patton, 2015).

The study involved approximately five to ten participants representing different perspectives within the organization. These included the Chairperson of PPGT Dadi Congregation, members of the organizational committee responsible for organizing LKPD, youth members who had participated in LKPD, and several members who had never attended the training. Including

participants with different experiences enabled the researcher to compare perceptions and obtain a more comprehensive understanding of LKPD's influence on behavioral development.

Role of the Researcher

In qualitative research, the researcher serves as the primary research instrument responsible for collecting, interpreting, and analyzing data (Lincoln & Guba, 1985). Throughout this study, the researcher acted as a non-participant observer while simultaneously conducting interviews and examining organizational documents. The researcher maintained reflexivity by continuously evaluating personal assumptions and minimizing subjective bias during data collection and interpretation. Field notes were maintained throughout the research process to document observations, reflections, and contextual information that supported data analysis.

Data Sources

The study utilized both primary and secondary sources of data. Primary data were obtained directly from interviews with participants and observations of organizational activities. These sources provided first-hand information regarding participants' experiences during LKPD and subsequent behavioral changes.

Secondary data consisted of organizational documents, including annual work programs, LKPD training modules, attendance records, participant lists, organizational regulations, activity reports, photographs, and other archival materials. Academic books, journal articles, and previous research concerning leadership training, youth organizations, organizational behavior, and human resource development were also consulted to strengthen the theoretical foundation of the study.

Data Collection Procedures

Three complementary techniques were employed to obtain comprehensive data. First, semi-structured interviews were conducted using flexible interview guidelines that enabled participants to describe their experiences freely while ensuring that discussions remained aligned with the research objectives. The interviews explored participants' perceptions regarding LKPD implementation, leadership development, organizational participation, and behavioral changes following training.

Second, non-participant observations were conducted during youth worship services, organizational meetings, committee activities, and other organizational events. Observation enabled the researcher to examine participants' actual behaviors, including punctuality, responsibility, communication patterns, teamwork, leadership practices, and participation.

Third, documentary analysis was conducted to complement interview and observational data. Documents such as training manuals, organizational regulations, annual reports, attendance records, photographs, and meeting minutes were reviewed to obtain contextual information regarding LKPD implementation and organizational development.

Using multiple methods allowed the researcher to obtain richer information while strengthening the credibility of the findings through methodological triangulation.

Data Analysis

The collected data were analyzed using the interactive model developed by Miles et al. (2014). Data analysis began simultaneously with data collection and continued throughout the research process.

The first stage involved data condensation, during which interview transcripts, observation notes, and documents were carefully reviewed to identify information relevant to the research objectives. Irrelevant information was removed while meaningful statements were retained.

The second stage consisted of coding. Significant statements were assigned initial codes representing participants' experiences, attitudes, organizational practices, and behavioral changes. Similar codes were subsequently grouped into broader categories.

The third stage involved theme development. Categories sharing conceptual similarities were integrated into major themes describing the role of LKPD in shaping discipline, responsibility, leadership confidence, communication skills, teamwork, and organizational commitment.

Following thematic development, the findings were presented narratively by integrating interview quotations, observational evidence, and documentary findings. Finally, conclusions were drawn through continuous comparison among emerging themes and repeated verification with the collected data to ensure that interpretations accurately reflected participants' experiences.

Result and Discussion

Objectives of Basic Youth Leadership Training (LKPD)

Based on the results of research conducted at PPGT Dadi Congregation, it is known that the main objective of holding Basic Youth Leadership Training (LKPD) is to form cadres ready to be sent who can later become part of the cadre formation process so that the organization has members who are prepared to carry out service and leadership in the future. The following is an excerpt from the interview:

"The aim of holding Basic Youth Leadership Training (LKPD) at PPGT Dadi Congregation is to form new cadres ready to be sent, because at PPGT we are always looking for new cadres so that later they can become cadres ready to be sent to the Congregation." (SM)

The findings of this research indicate that the purpose of implementing LKPD at PPGT Dadi Congregation is not only as a training activity, but also as a means of forming organizational cadres. This is in line with the opinion of Armstrong & Taylor (2023) who state that training is a systematic process for developing knowledge, skills, competencies and individual behavior so that they can support the achievement of organizational goals.

This finding is in line with the Human Capital Theory put forward by (Becker, 1993), that training is an organizational investment to develop the abilities of its members. Through LKPD, PPGT Dadi Congregation prepares cadres who have the knowledge, skills and readiness to carry out services.

Implementation of Basic Youth Leadership Training (LKPD)

Based on the results of research at PPGT Dadi Congregation, the implementation of Basic Youth Leadership Training (LKPD) was carried out in three stages, namely pre-LKPD, LKPD implementation, and post-LKPD. These three stages are a series of activities that must be followed by participants. The following is an excerpt from the interview:

"There are several stages in implementing the LKPD, the first starting from the pre-LKPD, which is carried out one day on Saturday, after that the LKPD continues, if the LKPD has three days of activity. So one week after the pre-LKPD there is a three-day LKPD activity, that is the core activity, then the last one is post-LKPD which lasts for one day." (SM)

Based on the results of this research, it is known that the implementation of LKPD is carried out in stages starting from preparatory activities, core activities, to closing activities. These stages are designed so that participants receive continuous coaching.

This statement is supported by the experiences of participants who have participated in the LKPD. Informant ST explained that during the LKPD, he gained a wealth of experience through the various activities carried out during the training. The following is an excerpt from his interview:

"So, during the LKPD, I gained a lot of useful experiences. First, I learned to work together with my friends, then I improved my discipline, and I practiced responsibility and leadership. The activities also broadened my knowledge and made me more confident." (ST)

Informant RT also stated that the LKPD implementation involved more than just delivering material; it also included discussions, simulations, and practical exercises, making the learning process more engaging.

"From my perspective, the 2024 LKPD was very memorable. Why? Because I not only received the material and presenters, but also included discussions, simulations, and practical exercises, making the learning environment more engaging and less boring. The material also made it easier to absorb because it wasn't just about the material but also included other aspects." (RT)

Observations indicate that during the implementation of the LKPD, participants participated in all activities according to the established schedule. These activities included material delivery, group discussions, simulations, presentations, and practice sessions, all of which actively involved all participants.

Based on the research findings, it can be concluded that the implementation of the LKPD at the PPGT Jemaat Dadi was carried out systematically through three stages: pre-LKPD, LKPD implementation, and post-LKPD. This aligns with Armstrong & Taylor (2023) opinion that training must be structured to ensure effective learning and enhance participant competency. This finding is also supported by research by Montol et al. (2022), which demonstrated that systematically designed training provides a more effective learning experience and facilitates participant understanding. The similarity between this study and the previous study is evident in the importance of the training stages in supporting the success of the learning process.

Knowledge and Skills Gained After Participating in LKPD

Based on the results of interviews with members who have taken part in the LKPD, it is known that implementing the LKPD provides additional knowledge and skills to the participants. This knowledge includes leadership, teamwork, communication, time management, trial techniques, and the ability to express opinions. The following is an excerpt from the interview:

"What I know is that after taking part in LKPD activities, I can learn about the basics of leadership and can also learn about teamwork and how to communicate well. I can also learn to manage time, solve problems together, and then be more confident in expressing opinions." (ST)

The RT informant also conveyed the same thing.

"After I took part in the LKPD, I understood better how to run an organization better, then I also learned the importance of cooperation, leadership, responsibility, and I also gained skills in conveying opinions well, discussing, and also during yesterday's LKPD material I also knew how to convene well, and I was also able to work together better

because yesterday there was a group session so I practiced my cooperation between fellow groups as well and I was also able to apply it in real situations after taking part in the LKPD." (RT)

Apart from that, informant JM also said that he gained knowledge about leadership, teamwork and the ability to manage time.

"During the time I participated in LKPD, I learned about leadership, about working together in a team. Apart from that, I also learned to manage my time to complete existing tasks and responsibilities." (JM)

Based on the results of these interviews, LKPD provides new knowledge and skills to participants, especially in the aspects of leadership, communication, teamwork, time management, trial techniques, and the ability to express opinions. This knowledge and skills become provisions for members in carrying out their duties and responsibilities within the organization.

Activity documentation also shows the delivery of leadership material, group discussions, simulations, and trial practices that support increasing participants' knowledge and skills. Based on the research results, it can be concluded that the implementation of LKPD provides new knowledge and skills to PPGT Dadi Congregation members which include leadership, communication, teamwork, time management, trial techniques, and the ability to express opinions.

The knowledge and skills obtained by the participants show that the LKPD has succeeded in achieving the learning objectives, namely improving members' abilities in carrying out organizational tasks. This finding is in accordance with (Becker, 1993) Human Capital Theory which explains that investment through training will increase individual knowledge and skills so that they can make a better contribution to the organization. Apart from that, the results of this research are also in line with the level of learning in the Kirkpatrick model which emphasizes that the success of training can be seen from the increase in participants' knowledge and skills after attending the training.

Changes in Member Behavior After Participating in LKPD

Based on the results of the interview, it was discovered that the training provided changes in behavior for PPGT Dadi Congregation members. These changes can be seen in the aspects of discipline, responsibility, self-confidence, communication, commitment in participating in organizational activities. The following is an excerpt from the interview:

"After taking part in the LKPD, I saw that there were indeed participants, there was a change in the behavior of each participant who took part in the activity: LKPD, for example such as time management, they were time disciplined, they complied with the schedule prepared by the committee or management." (SM)

The PPGT Chair also explained that these changes were seen in the participants' increased self-confidence and communication skills after participating in various activities during the training.

"At first they were only quiet during pre-LKPD, but after entering the LKPD activity there was a presentation task, there they trained each participant's self-confidence, so that all participants were active in speaking, so a change in behavior was also formed, namely self-confidence." (SM)

This statement is in line with the experiences felt by members who have participated in the LKPD. The ST informant explained that after taking part in the LKPD he felt a change in his self-confidence, courage to express opinions, ability to work together and discipline.

"I definitely felt a change after taking part in the LKPD, first I was able to be more confident in myself, I was more courageous in expressing my opinion, then I was also able to work together more easily with other people, then I was also able to be disciplined too." (ST)

The RT informant also conveyed the same thing. According to him, after taking part in the LKPD, he experienced changes.

"For example, discipline, at first I used to be slow in coming to an activity, I was more disciplined and also responsible, for example, if I was given responsibility as a committee member, I was more responsible, continued to be confident. I was more confident in myself before I took part in the LKPD, I was too shy, but after I took part, I became more confident in anything and it was also easier for me to communicate with other friends because here there was a group session so it trained cooperation between other people and me so I also developed more, and for commitment, I was committed to also taking part in whatever activities were organized by either administrator, both by the congregation, and others." (RT)

JM informants also felt changes in behavior. According to him, after taking part in the LKPD he became more responsible, communicated more easily, was more open to criticism, and was able to work together with other people.

"Yes, there are changes that I feel, such as being more responsible for the tasks given and easier to communicate with many people and more open to criticism and able to work together with anyone." (JM)

Apart from members who have taken part in the LKPD, researchers also interviewed members who have not taken part in the LKPD as a comparison. GA informant said that according to his observations, members who had taken part in the LKPD appeared to be more active and more disciplined in organizational activities.

"I think it's very helpful, for example what I see is that PPGT members are now more active and punctual in PPGT activities." (GA)

Based on the results of these interviews, changes in behavior after participating in the LKPD are not only felt by the training participants but can also be observed by administrators and members who have not participated in the LKPD. These changes include increased discipline, responsibility, self-confidence, communication skills, ability to work together, and commitment to participating in organizational activities. Activity documentation also shows participants' involvement in group discussions, presentations, simulations and practices that support the formation of changes in member behavior.

The changes in behavior experienced by members show that the implementation of LKPD not only increases knowledge but also shapes positive behavior in organizational members. This finding is in line with the theory of behavior change put forward by Lewin (1951) which explains that behavior change takes place through three stages, namely unfreezing, changing, and refreezing. In this research, participants began to realize the importance of change during training, then applied the knowledge gained in organizational activities, until finally these behaviors became new habits such as discipline, responsibility, self-confidence, ability to communicate, and commitment to the organization. Apart from that, the results of this research

are also in accordance with the Behavior Level in the Kirkpatrick model which assesses the success of training from changes in participant behavior after participating in the training.

Research Supporting Findings

Apart from obtaining findings regarding the objectives, implementation and changes in behavior of members after participating in Basic Youth Leadership Training (LKPD), researchers also found several supporting findings related to factors that influence the implementation of LKPD as well as the informants' hopes for the implementation of LKPD in the future. These findings were obtained from the results of interviews conducted by researchers.

Supporting factors for implementing LKPD

Based on the results of interviews, it is known that there are several factors that support the successful implementation of LKPD and the implementation of training results by members. These factors come from the support of the management, committee, congregation, organizational environment, friends, and the members' willingness to continue learning and developing themselves.

"Regarding the supporting and inhibiting factors for changes in members' behavior after participating in the LKPD, starting from the supporting factors first, yes, the supporting factors are definitely the first from us as administrators, then there is a committee that is formed by the LKPD committee and is also supported by the dadi congregation, the council and members of the dadi congregation." (SM)

The ST informant also conveyed the same thing. According to him, support from friends, a positive environment, and self-will are factors that help in implementing the results obtained while taking part in the LKPD.

"If the supporting factor in applying the LKPD results is support from friends, then apart from friends there is also support from a positive environment, as well as your own willingness to continue learning." (ST)

The RT informant also said that support from the PPGT management and friends provided motivation for him to apply the knowledge he had gained while taking part in the LKPD.

"From myself, the supporting factor is support from other PPGT administrators and friends. After participating in the LKPD, my fellow administrators and PPGT friends also provided good direction, motivation and examples so that I felt more encouraged to apply the things I learned in LKPD activities." (RT)

Informant JM also said that the material provided during the LKPD was also a supporting factor in changing members' behavior.

"As for the supporting factors, while I was taking the LKPD, I received material about leadership, discipline, communication and cooperation." (JM)

Based on the results of these interviews, the supporting factors for implementing LKPD come from organizational support, a positive environment, the training materials provided, and the motivation of participants to apply the results of the training in organizational life.

The supporting factors found in this research indicate that the success of training is not only influenced by the material provided, but is also supported by management support, organizational environment, and participant motivation. This is in accordance with the opinion of Armstrong & Taylor (2023) who state that the success of training is influenced by an environment that supports the application of learning outcomes.

Inhibiting factors

Apart from supporting factors, this research also found several factors that became obstacles in the implementation and implementation of LKPD results. The PPGT Chair explained that time constraints were one of the obstacles in implementing activities so that not all material could be practiced optimally.

"Changes in members' behavior after taking part in the LKPD, for example limited time, so because we were limited by time, the material presented during the LKPD activity was lacking, for example yesterday in the trial material, all members or participants who took part in the LKPD should have been able to act as chair of the session, but due to limited time only three participants represented as chair of the session." (SM)

ST informants also said that limited time and opportunities were obstacles in implementing the results of the training.

"The inhibiting factor is a lack of time and limited opportunities to apply the knowledge we have gained during the LKPD, or you could say that we have already acquired it." (ST)

According to RT informants, the obstacles they felt came from themselves and the conditions they faced after training.

"Maybe from myself, sometimes I return to old habits, for example I am lazy or usually I lack self-confidence and also I am not sure that we should apply new things to what I have learned." (RT)

Meanwhile, informant JM revealed that busyness outside the organization was an obstacle in implementing the training results.

"As for the inhibiting factor, I rarely participate in PPGT activities because they conflict with campus activities and also organizations outside PPGT and other activities outside." (JM)

Based on the results of these interviews, obstacles to implementing and applying the results of the LKPD include limited implementation time, limited opportunities to practice the material, participants' busy lives outside the organization, as well as participants' internal factors in maintaining behavior change.

The obstacles found show that behavior change does not occur instantly, but requires time, opportunity and consistency in implementation. This is in accordance with the Behavior Change Theory which explains that change needs to be maintained continuously so that it becomes a habit. This finding is also in line with research by Setiawan and Bagia (2021) which states that limited opportunities and individual factors can influence the successful implementation of training results.

Informant expectations regarding the implementation of LKPD

All informants expressed hope that the implementation of the LKPD would continue to be improved so that it could provide greater benefits for PPGT members.

"My hope for the implementation of the LKPD is that from the previous period to the current period the LKPD was generally once every 4 years, I hope that in the future the new management can implement the LKPD every year so that cadres are always formed who are ready to be sent in terms of discipline, responsibility, time management and so on." (SM)

ST informants hope that LKPD activities will provide more direct practice.

"Hopefully the LKPD in the future can present more interactive activities, and this activity can also provide more direct practice. Apart from that, communication between the committee, administrators, participants and presenters can be improved so that the delivery of the material is easier to understand and activities run more effectively in the future." (ST)

RT informants hope that discussion, simulation and practice activities will be increased and time management during implementation will be better.

"I hope that activities such as discussions, simulations and practice will continue to be maintained and even have more time, and I also hope that time management in each session can be more effective." (RT)

Informant JM also hopes that there will be additional leadership practices in implementing the LKPD.

"As a suggestion, I hope that this LKPD activity will continue to be carried out with more interesting and better material if practical activities or leadership simulations are added to it." (JM)

Meanwhile, GA informants who have not participated in the LKPD hope that this activity will be carried out more often so that they can form quality PPGT cadres.

"PPGT administrators carry out LKPD activities more often so that they can create the best cadres for PPGT in the future." (GA)

Based on the results of these interviews, it can be concluded that all informants have the hope that LKPD will continue to be implemented on an ongoing basis by improving the quality of implementation, adding practical activities and simulations, better time management, and more routine implementation so as to produce PPGT cadres who have better leadership abilities and behavior change.

The supporting and inhibiting factors found show that the success of the training is not only influenced by the material provided but is also influenced by the support of the organizational environment, the opportunity to apply the results of the training, and the motivation of the participants. This condition strengthens the opinion of Armstrong & Taylor (2023) that the success of training is influenced by the learning process and the environment that supports the application of training results in work and organizational activities.

Objectives and Implementation of Basic Youth Leadership Training (LKPD)

The research results show that the main objective of implementing Basic Youth Leadership Training (LKPD) at PPGT Dadi Congregation is to form ready-to-deploy cadres who are prepared to carry out service and leadership in the organization. LKPD implementation is carried out in three stages, namely pre-LKPD, core implementation, and post-LKPD. During the activity, participants not only received material, but also took part in discussions, simulations, presentations, as well as leadership practices and trials.

These findings are in line with the Leadership Theory put forward by Northouse (2025) which states that leadership is a process of influencing individuals or groups to achieve common goals and this ability can be developed through education and training. In this research, LKPD becomes a forum for members to learn to lead, collaborate, communicate and be responsible through the learning experiences provided during training.

The results of this research are also in line shows that leadership training can improve leadership abilities, organizational knowledge, responsibility, and the readiness of church youth to carry out services. Apart from that, research by Firmansyah et al. (2021) also found that coaching and training activities play a role in shaping the character and leadership abilities of members of youth organizations.

The results of this research strengthen previous research that leadership training is not just an activity to deliver material but is also a coaching process that is able to prepare members to become potential leaders of the organization. The difference is, this research shows that in the PPGT dadi congregation the cadre formation process is carried out through interrelated stages so that member development takes place in a more structured manner.

These results show that LKPD is not only an activity for delivering material, but also a learning process designed to prepare members to become organizational cadres who can lead and are ready to carry out services.

Member Knowledge and Skills After Participating in LKPD

The research results indicate that after participating in the LKPD, members acquired various new knowledge and skills, such as leadership fundamentals, teamwork, communication, time management, meeting procedures, discussion skills, the ability to express opinions, and collaborative problem-solving.

These findings are in line with the Human Capital Theory proposed by Schultz and developed by (Becker, 1993). According to this theory, education and training are a form of investment made by organizations to improve the quality of human resources through increasing individual knowledge, skills and abilities. This investment will provide benefits for individuals and organizations because members have better abilities in carrying out their duties and responsibilities.

The findings of this research are also in line with research by Parwati (2026) which concluded that training and development contributes to increasing human resource competence. Research by Muhammad Yusuf and Robi Hendra (2023) also shows that training plays a role in improving competence and skills so that individuals can carry out tasks more effectively.

The results of this research strengthen previous research that training provides benefits in improving members' abilities. However, this research shows in more detail the form of knowledge and skills that members gain after participating in the LKPD, namely leadership skills, communication, teamwork, time management, trial techniques, and the ability to express opinions which are then applied in various organizational activities.

Thus, implementing LKPD not only provides additional knowledge to members, but also equips them with various skills needed to carry out their roles as members or potential leaders of the organization. This knowledge and skills become the basis for forming changes in member behavior in organizational life.

Changes in Member Behavior After Participating in LKPD

The research results show that members who have participated in the LKPD have experienced changes in behavior in the form of increased discipline, responsibility, self-confidence, communication skills, ability to work together, and commitment in participating in organizational activities. These changes were not only felt by the training participants but were also observed by the PPGT chairman and members who had not yet taken part in the LKPD.

These findings are in accordance with the opinion of Robbins & Judge (2013) who explain that individual behavior in organizations develops through a process of learning, experience and

interaction while carrying out organizational activities. Through the learning experiences gained while participating in the LKPD, members gain new understanding which then influences their way of thinking, attitudes and behavior in carrying out organizational activities.

The results of this research also support the opinion of Armstrong & Taylor (2023) who state that training aims to develop knowledge, skills, competencies and individual behavior so that they can make a better contribution to the organization. In this research, changes in member behavior can be seen through increased discipline in participating in activities, responsibility for the tasks given, courage to express opinions, ability to communicate with other members, and commitment to continue to be active in organizational activities.

The behavioral changes found in this research can also be explained through Lewin's (1951) Theory of Behavior Change. According to Lewin (1951) behavior change occurs through three stages, namely unfreezing, changing, and refreezing. At the unfreezing stage, members begin to realize the importance of developing themselves through LKPD activities so that they are open to new experiences. Next, in the changing stage, participants gain various knowledge and skills through material, discussions, simulations and practice which are then applied during the activity. The final stage, namely refreezing, is seen when members begin to apply new behavior consistently in organizational life, such as being more disciplined, responsible, confident, able to work together, and have a higher commitment to the organization.

The results of this research are in line with research by Cahyati & Nurhayati (2024) which shows that leadership training can increase self-confidence, decision-making ability, courage to take initiative, and participant participation in organizational activities. Similar findings were also found by Firmansyah et al. (2021) who stated that training and coaching activities can shape the leadership character, responsibility, spirit of togetherness and solidarity of members of youth organizations. Apart from that, research by Makasihi et al (2021) also shows that coaching carried out on an ongoing basis can improve the communication, cooperation, leadership and self-control skills of church youth.

These results strengthen previous research that leadership training plays a role in forming positive behavioral changes in organizational members. However, this research provides a more specific picture regarding changes in behavior of PPGT Dadi Congregation members after participating in the LKPD, namely in the aspects of discipline, responsibility, self-confidence in leading activities, communication skills, and commitment to the organization which are the focus of this research.

The Role of LKPD in Changing the Behavior of Dadi Congregation PPGT Members

Based on the overall research results, it can be understood that LKPD has an important role in shaping changes in behavior of PPGT Dadi Congregation members. Implementing LKPD not only provides additional knowledge and skills to participants but also encourages the formation of more positive behavior in carrying out organizational life.

The results of this research are in accordance with the Human Capital Theory proposed by Schultz and developed by (Becker, 1993). This theory explains that training is a form of organizational investment to improve the quality of human resources through increasing individual knowledge, skills and abilities. In this research, LKPD is a means for PPGT Dadi Congregation to develop the abilities of its members so that they are better prepared to carry out their duties and responsibilities within the organization.

The results of this research are also in accordance with the Leadership Theory proposed by Northouse (2025). Leadership abilities can be developed through a process of learning, experience and training. This can be seen during the implementation of the LKPD, where

participants not only receive material, but also take part in discussions, simulations, presentations and leadership practices which provide opportunities to practice leadership, communication and collaboration skills.

The implementation of the LKPD also shows that the aim of the training does not stop at increasing the participants' knowledge. This is in accordance with the Kirkpatrick Training Evaluation Model, especially at the learning and behavior levels. Participants gain new knowledge and skills while taking part in the LKPD, then begin to apply the results of the training in organizational activities. This implementation can be seen from changes in the attitudes of members who have become more disciplined, more responsible, more confident, and more active in PPGT Dadi Congregation activities.

The behavioral changes found in this research are in line with the Behavior Change theory proposed by Lewin (1951). At the unfreezing stage, participants begin to realize the importance of developing themselves through LKPD and are more open to accepting new knowledge and experiences. The changing stage is seen when participants practice the knowledge and skills acquired through various training activities. Next, the refreezing stage appears when the new behavior begins to be applied consistently in organizational life, such as being more disciplined, responsible, confident, able to communicate, and committed to the organization.

The results of this research support research that leadership training can increase the readiness of church youth in carrying out service and organizational leadership. This research is also in line with Cahyati & Nurhayati (2024) who found that leadership training was able to increase self-confidence, decision-making ability, and member participation in organizational activities. In addition, research by Makasihi et al (2021) shows that ongoing coaching plays a role in improving the communication, cooperation, leadership and self-control skills of church youth.

This research shows that the role of LKPD is not only seen in increasing participants' abilities during training, but also in changes in behavior that emerge after members return to carrying out organizational activities. This shows that LKPD is part of the coaching process which can help members apply the knowledge and skills they have acquired into their daily behavior within the PPGT Dadi Congregation environment.

Conclusion

This study concludes that the Basic Youth Leadership Training (LKPD) plays a significant role in fostering positive behavioral changes among members of the Toraja Church Youth Fellowship (PPGT) Dadi Congregation. Beyond enhancing participants' leadership knowledge and organizational skills, the training contributes to the development of discipline, responsibility, self-confidence, communication skills, teamwork, and organizational commitment through a structured process consisting of pre-training, core training, and post-training activities. The combination of theoretical sessions, discussions, simulations, and practical leadership exercises enables participants to apply the competencies acquired during training in real organizational contexts, leading to observable behavioral transformation recognized by both participants and organizational leaders. However, the sustainability of these behavioral changes is influenced by organizational support, opportunities for continued practice, and participants' personal motivation, while time constraints and competing commitments remain key challenges. Therefore, LKPD should be implemented regularly with greater emphasis on experiential learning, mentoring, and follow-up development activities to reinforce leadership competencies and ensure the long-term formation of capable, committed, and service-oriented youth leaders within PPGT Dadi Congregation.

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