

The Role of Developing Regional 6 Leadership Home Program Medan in Developing Student Leadership at the University of North Sumatra

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ABSTRACT

Leadership Home is an institution which is established to realize human resources development program in order to create future leaders who have high integrity and credibility, mature personality, are moderate, and care for the life of the State and the Nation. Since 15 years of its establishment, it has had positive participation in improving the Indonesian nation, especially in creating competitive human resources. The objective of the research was to analyze the development program of Leadership Home in developing student leadership at the University of Sumatera Utara. The research used descriptive qualitative method which was aimed to understand the problems based on the reality in the research location. The informants were the Regional Manager, the Developing Supervisor, and 7 participants of Leadership Home. The data were gathered by conducting documentary study, observation, and interviews. The result of the research showed that the role of development at the Leadership Home was one of the best student development programs. The development program to develop student leadership at the University of Sumatera Utara began with the process of recruitment and selection. The strict phases of selection is expected to produce input which is in accordance with the next process, the phase of establishment and maturity, starting from daily program, weekly program, monthly program, and specific program which has been designed since the beginning of the development.

Keywords: *Role of Development, Leadership, Leadership Home*

INTRODUCTION

Indonesia is now an increasingly influential country at the global level. A survey from the McKinsey Global Institute states that by 2030 Indonesia is predicted to become the 7th most economically strong country. Human resources (HR) of productive age are one of the contributing factors. In 2030, Indonesia will be rich with productive age human resources. However, it is not something that is deterministic. This means that it is impossible for productive human resources to bring Indonesia to become economically strong without

adequate capacity and competence. Synergy is needed from every element, especially the leaders of the nation as holders of responsibility for the quality of the country's human resources and the youth as the actors to jointly develop Indonesia. Including the awareness of every young man about the mission of civilization which must be increased. In order to be able to carry out these responsibilities we must carry out a process of structural and cultural transformation, starting with building a new paradigm of national and state life that prioritizes morality and law enforcement,

ethical political politeness, democratic maturity and wisdom, and economic independence, as well as serious independence, really to build a meeting point, togetherness, unity and synergy between various components of the nation.

If it fails to carry out transformation, this nation will never get out of the slump which still traps us. While transformation inevitably requires the presence of a formidable leader as its locomotive, as an agent of transformation. In other words, the quality of a nation is a function of the quality of the transformation process, and the quality of the transformation process is a reflection of the quality of the leadership of its leaders. Of all components of the nation, youth, especially students, are believed to have more potential to be developed into the locomotive of change. Because, it is the students who will become one of the milestones of future changes and build civilization. Students have so much great potential to be constantly on the move. The tertiary education he undertakes makes students have more capital to experience vertical social mobility, which in turn will lead them to strategic positions as policy makers.

In the midst of various problems faced by this nation, students as intellectuals have the task of providing solutions to the problems of society by criticizing and producing effective solutions. Students are expected to play more roles as problem solvers so as to create new ideas and products that are useful as accountability for students' intellectual capacity in the academic realm. Being a student also means being an intellectual. Intellectuals are enlightening figures, so the logical consequence is that intellectuals are obliged to give enlightenment functions to those around them with the scientific capacity they have to solve various social problems that are rooted in society. But in the life of society and the nation there is still a very large gap between the role of education trilogy with the reality. Access to quality education, namely education that is capable

of carrying out the role trilogy, especially at the level of higher education, turns out to be a very luxurious commodity that can only be enjoyed by a very limited circle. In 1950 there were only 10 higher education institutions that became "vehicles" for the 6,500 young people of this nation. In 1970, which was the beginning of the Suharto era, the number of higher education institutions, both those managed by the government and the private sector, jumped to 450, with around 237 thousand students. By 1990 there were around 900 tertiary institutions accommodating around 1,486,000 students.

In 2004 there were approximately 2,376 tertiary institutions, consisting of 81 institutions under the Ministry of National Education, 59 under the Ministry of Religion, and 2,236 managed by the community, with more than 2.5 million students. The gross enrollment rate (APK) of higher education has indeed experienced a significant leap, from 9% in 1985 to 12.8% in 2002. But judging from the absolute figures, from around 27 million young people aged 19-24 years, there are still more than 24 million people have not been able to go to college. The figures will certainly make us more concerned if the quality variable, especially the quality of leadership which is then successfully formed, is taken into consideration. Deep concern over this situation has narrowed the spectrum of ideas and thoughts that have long been raging towards efforts to give birth to an institution that takes a strategic role as an incubator, as well as an accelerator, of the nation's new leadership. That is the reason for the birth of the House of Leadership.

The House of Leadership is an institution established in the context of realizing a human resource development program to become future leaders who have high integrity and creativity, have a mature, moderate personality, and care for the life of the nation and country. During the 15 years of attendance, during that time the positive actions that have been sown in order to improve the Indonesian nation, especially in

terms of printing competitive HR. In the coaching activities carried out, the process begins with the recruitment and selection of participants which is carried out in 6 (six) stages that require approximately 6 (six) months. Very strict selection stages are aimed at producing the expected input. The Basic Process of Leadership House consists of Development and Improvement which covers 10 (ten) Aspects of Leadership Development and Evaluation of Development to see the achievement of 10 aspects of leadership coaching. These aspects of leadership coaching were given to the participants through the Stages of the House of Leadership Development for 2 (two) years in the Leadership House dormitory.

Characterized, accomplished, and contributive, are three things that are always grounded as values that have been internalized during the coaching period in the House of Leadership. Achievement as a stepping stone to achieve further dreams. Achievement as a way to establish self-credibility. Achievers to add value to contributions. To finally contribute as their character to spread the benefits as widely as possible to the people. Today and yesterday's actions will be a manifestation of the future. If today we plant goodness, tomorrow will also reap goodness. Today planting knowledge and contributions, tomorrow will reap the work. Today's youth are the leaders of the nation in the future.

The leader has a role in creating a positive and conducive communication climate at the University of North Sumatra (USU). Leaders are of good value to USU members and have a role in influencing the way of thinking and acting in members of the organization, which ultimately supports the formation of a positive and conducive communication climate. In addition, the leadership style adopted also supports the creation of a positive and conducive communication climate. Communication between members is good, but understanding between members and management needs to be improved. And the

communication climate is good and needs to be maintained by all members. This is in accordance with the opinion of Robbins and Coulter (2010), leadership is the ability to influence a group towards the achievement of goals. The purpose of this research is to analyze the House Leadership coaching program in developing student leadership who are participants of the program and analyze the role of the House Leadership coaching in developing student leadership at the University of North Sumatra.

LITERATURE REVIEW

Role

According to Margono Slamet (2000) the role includes actions or behaviors that need to be carried out by someone who occupies a position in a social system. According to Soerjono Soekanto (2006) role is a dynamic aspect of status. Based on several definitions and limitations regarding the role above, it can be concluded that the role is a dynamic aspect in the form of an action or behavior carried out by someone who occupies or holds a position and exercises his rights and obligations according to his position. In other words the role is something important and expected of someone who has the main task in the activity. If someone is carrying out these activities well, then by itself will hope that what is carried out in accordance with the wishes of the environment.

Leadership Material

Leader Definition

In everyday life, both in the family, organization, company and government, we often hear the title of leader, leadership and power. These three words do have a relationship related to one another. Some experts argue about Leaders According to Malayu Hasibuan a leader is someone with leadership authority directing his subordinates to do some of his work in achieving goals. Meanwhile, according to Robert Tanembaum, leaders are those who use formal authority to organize, direct, control the subordinates who are

responsible, so that all parts of the work are coordinated to achieve company goals. The leader must first be someone who is able to grow and develop all the best in his subordinates. A good leader for the present is a religious person, in the sense of cumulatively accepting ethnic and moral beliefs from various religions, even though he himself may reject different magical provisions and divinely inspired ideas. Leadership is one's ability to influence and motivate others to do things according to common goals. Leadership includes the process of influencing in setting organizational goals, motivating follower behavior to achieve goals, influencing to improve the group and its culture. While power is the ability to influence others to want to do what the other party wants. "The art of influencing and directing mean that they go away to abatain their willing obedience, confidence, respect, and loyal cooperation in order to accomplish the mission". Leadership is the art of influencing and moving people in such a way as to obtain obedience, trust, respect and cooperation in a royal way to complete tasks.

Leadership Theory

A leader must understand about leadership theory so that later will have a reference in running an organization. Some theories about leadership include:

1. Trait Theory

Scientific analysis of leadership departs from the concentration of the leader himself. The theory of nature developed for the first time in Ancient Greece and Rome, which assumed that the leader was born, not created, which later became known as "The Greatma Theory". In its development, this theory is influenced by the flow of psychological thinkers' behavior which holds that leadership traits are not entirely born but can also be achieved through education and experience. These qualities include: physical, mental, and personality traits.

2. Theory of Leadership Behavior and Situations

Based on research, the behavior of a leader who bases this theory has a tendency towards two things.

a) The first is called *Konsiderasi* namely the tendency of a leader who describes the close relationship with subordinates. Examples of symptoms that exist in this case such as: defending subordinates, giving input to subordinates and willing to consult with subordinates.

b) The second is called the *Initiation Structure*, which is the tendency of a leader to impose limits on subordinates. Examples that can be seen, subordinates get instructions in carrying out the task, when, how the work is done, and the results to be achieved.

So, based on this theory, a good leader is how a leader who has high attention to subordinates and high results.

3. Theory of Leadership Authority

Authority is an important factor in leadership life, because with that factor a leader will be able to influence the behavior of others both individually and in groups so that the person is willing to do what the leader wants.

4. Situation Leadership Theory

A leader must be a good diagnosis and must be flexible, according to the development and maturity level of subordinates.

5. Group Theory

For group goals (organizations) to be achieved, there must be a positive exchange between leaders and followers.

Serving Leaders

According to the theory about leading a ministry that began in 1970, when R.K. Greenleaf (1904-1990) wrote an essay entitled "The Servant as Leader". The essay was developed by Greenleaf into a book published in 1977 entitled "Servant Leadership: A Journey into the Nature of Legitimate Power and Greatness". The idea of a leader who served was obtained by Greenleaf in the 1960s when reading

Herman Hesse's novel, "Journey to the East".

Greenleaf (2000) states that leaders who serve begin with a natural feeling to serve first. After that, with awareness someone wants to lead. Greenleaf (2002) defines the leader who serves as a leader who is very concerned about the growth and dynamics of the lives of followers, himself and his community and therefore he puts these things first compared to achieving personal ambitions or patterns and preferences. Whereas Greenleaf (2002) emphasizes, if someone wants to be an effective and successful leader, he must first have great motivation and desire to meet the needs of others. In this case, the leader must be able to encourage followers to reach their optimal potential.

According to Larry C. Spears (1995), referring to Greenleaf's thought, there are characteristics of a leader and prospective leader that is shown from the attitude and behavior of the leader, which is presented in the following list:

1. Willingness to listen (Listening)
2. Strong in Empathy
3. Carry out recovery-healing
4. Awareness / increase awareness (awareness)
5. Has the character of persuasion (Persuasion)
6. Able to make a conceptualization
7. Being able to make the right estimate (Foresight)
8. Stewardship is good (stewardship)
9. Have a commitment to produce a learning process (commitment to the growth of people)
10. Serious in the effort to form and develop community (building community).

Theory of Youth and Students ***Understanding Youth***

Youth are individuals who, when seen physically, are experiencing emotional development, so that youth is a human resource for both current and future development. Basically, young people are emotional and tend to be more sensitive to

problems that occur, especially regarding their self-esteem, in the political sphere, young people are often apathetic because they have not been able to fully trust the government. Youth in terms of political ideology, young people are the successors of the previous generation in this case aged between 17-30 years (Presidential Instruction Number 12 of 1982 on Political Education for Young Generation) established as the recognition of the political rights of youth in national and religious life. This is evident in his participation in elections at the age of 17 years.

Youth is the optimal life period. At that time physical maturity, feelings, and reason and have a high sensitivity to the surrounding environment. Critical thoughts and strategic actions are coveted by the surrounding community. Youth is an agent of social change (social agent of change) which has a heavy burden to achieve change and act concretely in the framework of saving generations (Setiawan, 2009).

Youth are agents and leaders of change, youth cannot put the ideals of the nation and their future on a handful of the nation's elites who only take a momentary advantage from power. Young people who are relatively clean of various cases and interests must be counted as an expensive asset for Indonesia's future glory (Setiawan, 2009). Youth participation in political activities is needed to provide new colors and changes that lead to developments towards the future of the Indonesian nation and not only be utilized by political elites who take advantage and power for a moment.

Student Understanding

Students are always a part of a nation's journey. The history wheel of democracy always includes students as pioneers, mobilizers, and even as decision makers. This has happened in various countries in the world, both in the East and in the West. Critical, democratic, and constructive thinking is always born from the mindset of students. Student voices

often represent and elevate the social reality that occurs in the community. The attitude of idealism encourages students to fight for an aspiration to the authorities in their own way.

A student is someone who is in the process of gaining knowledge or studying and is registered while undergoing education in one form of higher education consisting of academics, polytechnics, high schools, institutes and universities (Hartaji, 2012). According to Siswoyo (2007) students can be defined as individuals who are studying at the tertiary level, both public and private or other institutions that are on the same level as tertiary institutions. Students are considered to have a high level of intellect, intelligence in thinking and action planning. Critical thinking and acting quickly and precisely are traits that tend to be inherent in every student, which are complementary principles. A student is categorized at the stage of development whose age is 18 to 25 years. This stage can be classified in late adolescence until early adulthood and in terms of development, the task of development at the age of these students is the establishment of a life stand (Joseph, 2012). Based on the description above it can be concluded that the student is a student aged 18 to 25 years who is enrolled and is educated at a tertiary institution from academic, polytechnic, high school, institute and university

Student Function

According to Andre Bayo Ala (1982) students generally carry three strategic functions, namely:

1. Students as agents of social control

In addition to trying to explore and apply lecture material delivered by lecturers, students also have another task that is no less important, namely observing and criticizing what is happening in the community both on campus and the wider community. Obviously this is an application of the role of students as social control where students should be sensitive to the

environment with all its problems. As social control, students are not observers who only sit sweetly. Students as social control are required to participate as actors in society because students are part of the community. In short, students must be able to become role models in society.

2. Students as agents of change

As agents of change, students are not only the initiators of change, but are the objects or agents of the change. The critical attitude of students often makes a big change. Conscious or not, there has been a lot of duping and injustice committed by the leaders of this nation. We as students should think to restore and change all this. The change in question is certainly a positive direction and does not eliminate our identity as students and the Indonesian Nation. But to change a country, the first thing to change is yourself. Students are expected not to be students who are pragmatic, accept what they are but do not pay attention to the increasingly damaged condition, only accept the theory, only rhetorical, speak this and that but then do not have concrete and concrete actions. Vision and action become a benchmark of a student movement. Not only then became the initiator but became an actor or actor of change.

3. Students as iron stock

As an Iron Stock, students are expected to become strong people who have the ability and noble character as the next generation of the nation. In this case, students who incidentally are the educated generation have more knowledge and skills compared to those who are not students so students are expected to be able to become a strong and strong vanguard not only in physical terms but also in terms of intellectual abilities that have the ability to think quickly, take appropriate actions and choose decisions that can be accounted for. With the knowledge that has been obtained in the level of education, students are expected to be able to provide solutions to various problems in the existing community. So that students are expected not to be passive and apathetic in all the problems around them.

When students form their intellectual abilities through education and at the same time their attitudes and characters are formed through the various social activities that they participate in, it can be ensured that students will become an iron stock, the nation's future assets that are intelligent, have character, care for their environment and are able to act quickly and appropriately in dealing with problems.

Students are required to play more roles, not only responsible as academics, but beyond that they are required to think and develop the nation's goals. In this case the integration of the values of morality and intellect is very necessary for the passage of the role of students in the campus world to be able to create a harmonious condition of campus life and also life outside the campus.

According to Arbi Sanit (1977) there are four driving factors for increasing the role of students in political life.

1. As a group of people who get the best education, students have a broad horizon among the people.
2. As the group of people who have occupied the school for the longest time, up to university students have experienced the longest political socialization process among the younger generation.
3. Campus life forms a unique lifestyle among students. At the University, students from various regions, ethnicities, languages and religions are involved in daily campus activities
4. Students as a group that will enter the upper layers of the power structure, economic structure and prestige in society are themselves elite in the younger generation.

The abilities that a student must have are:

1. Soft Skill (Personality Ability)
Soft Skill or personality ability is one of the factors for success in the education taken and also determinant for the period in front of someone in living his life, because soft skills are almost 80% determine someone's success.

a. Time management, and leadership

b. High level of confidence (self confidence)

c. High sense of humor (sense of humor)

d. Have faith in religion (spiritual capital)

2. Hard Skill (Intellectual Capability)

Intellectual ability only supports 20% of the achievement and achievement of a person. If we have the ability of soft skills, then we will be a good person in the future, because at this time there are many people who are important but few are good.

Participation

Participation is an important part in the concept of community empowerment. Community participation is often defined as the participation, involvement and equality of community members in a particular activity, directly or indirectly, from the idea, formulation of policies, program implementation and evaluation. Direct participation means that community members participate in providing assistance in carrying out activities.

Mikkelsen in Suryana (2010) inventory six interpretations and meanings about participation. First, participation in the voluntary understanding of the community without taking part in drawing conclusions. Second, participation is an effort to make the community more sensitive in increasing the willingness to accept and the ability to respond to development projects. Third, participation is an active process, which implies that people or groups are related and freedom to make decisions. Fourth, participation is strengthening dialogue. Fifth, participation is voluntary involvement by the community in self-determined changes. Sixth, participation is community involvement in the development of themselves, their lives and their environment. And according to Suryana (2010), participation is a process of community involvement at all stages of the development process that exists in the community group itself.

According to Rizqina (2010), outlining that participation is participating in submitting proposals or opinions

regarding development efforts either directly or through existing social institutions. "Participation is the mental and emotional involvement of a number of people in an activity or situation and contributes to the interests or goals of the group. Participation can be realized for example in the form of willing to contribute ideas or criticisms, want to organize the environment and want to develop creativity" (Tri Purnomo, 2013).

From the definition of experts that have been described that participation is the participation, participation or involvement of individuals in social groups related to the purpose of community development.

Principles of Participation

According to Suryana (2010), the principles of the participatory approach are better known by the principles adopted in the Participatory Rural Appraisal method, which for the time being has been widely developed, including the method to be used in the WSLIC project (Water and Sanitation for Low Income Communities) 2. However, most of the principles are still the same, namely:

1. The principle of prioritizing the neglected (alignments)
It often happens in many community groups that there are large sections of the community who remain marginalized or have never been included in development activities that take place in their environment or place of life.
2. The principle of empowerment (Community Strengthening)
The participation approach has the capacity to increase community capacity.
3. The principle of society as an outsider as a facilitator
The participation approach places the community at the center of development activities.
4. The principle of mutual learning and respect for differences

Another basic principle of the participatory approach is the recognition of local and traditional experiences and knowledge of the community.

5. The principle of casual and informal
Participation activities must be carried out in a relaxed, flexible, open, non-coercive, and informal atmosphere.
6. The principle of triangulation
One of the participatory activities is an effort to collect and collect systematically analyze data with the community.
7. Diversity of participation techniques
Each participatory technique or tool has advantages and disadvantages.
8. Diversity of information sources
A group of people always has a complex form of relationships and has a variety of interests that are often different or even conflicting.
9. Diversity in the background of the participatory facilitator team
Implementation of the study with participatory techniques can be done by individuals or specifically by a team consisting of a number of people.
10. The principle of optimizing results
The following is an elaboration of the principle of optimizing or obtaining the right information according to the participatory approach: we better not know about what we don't need to know. It's better we don't know whether the information can be called one hundred percent true but it is estimated that the information tends to be close to the truth.
11. The principle of practical orientation
The participatory approach is practically oriented, namely the development of activities.
12. The principle of sustainability and time lapse
The interests and problems of society are not fixed, but change and shift over time in accordance with various changes and new developments that occur in the community itself.
13. The principle of learning from mistakes

Making a mistake in participating activities is something natural. Then, we learn from deficiencies or mistakes that occur, so that the next activity will be better.

14. Open principles

This principle assumes that the participation approach is not a rigid approach or method

Suprijanto, (2007) outlines the principle of participation as follows: the principle of relations with the community, the principle of participants, the principle of group work techniques, the principle of prediction, the principle of making programs and the principles of decision making. From the two principles of participation that have been described, it can be concluded that the principle of participation is as follows: the principle of prioritizing the neglected (partisanship), that is, many outside communities are still not included in development activities; the principle of society as an outsider as a facilitator, this principle places the community at the center of development activities; the principle of practical orientation, this principle is practically oriented, namely the development of activities. For this reason, appropriate and adequate information is needed; the principle of optimizing results, the facilitating team when preparing for

development activities needs to clearly formulate the type and depth of information needed; the principle of group work techniques, this principle is expected to form a very compact group team work.

MATERIALS & METHODS

The research method used in this study is a descriptive research method with a qualitative approach in which the researcher tries to understand the problem based on facts about the reality that are in the research location. This research takes the location of Regional 6 Medan leadership house with an office on Sei Asahan Street. No 8/22 Medan. The time of research to collect data is conducted from October to December 2017. In research, the data becomes very much needed by researchers in supporting research problem solving. Data sources are divided into two types, namely primary data and secondary data. In this study primary data obtained through interviews with informants related to the participation of young people in social action in the leadership house. Secondary data comes from documentation. In this study using data collection techniques with interviews, observation, and documentation. However, it is preferred to use in-depth interview techniques because they get more meaning hidden behind the phenomenon.

Table 1. Data Informants

No	Nama Informan	Position
1	Andi Pranata. S. Si	Regional Manager
2	Irwansyah Putra	Coaching Supervisor
3	Asbi Syahreza Putra	USU Sultan House of Leadership (Secretary General of the Movement of Young Members of the North Sumatra Regional Public Health Expert Association (PAMI PENGDA PENGUT SUMUT) 2016-2017)
4	Fiqhi Fauzi	USU Sultan's House of Leadership (Chair of the LSO-MAI Department of Al-Falak Islamic Student Activity Unit USIP FMIPA 2015-2016)
5	Habibie Satrio Nugroho	USU Sultan's House of Leadership (Asian Delegation Young Sociopreneurship Leader Exchange, Singapore 2017)
6	Herman Syah	USU Sultan House of Leadership (Chair of the Islamic Studies Forum (FORKIS) Rufaidah Faculty of Nursing, University of North Sumatra 2016)
7	Rudi Agusman	USU Sultan's House of Leadership (Deputy Chairperson of Indonesian Chapter Inspirators 2015-2017)

Source: 2017 research

The research used by the author is a descriptive study with qualitative analysis methods, namely data analysis carried out by describing, describing and describing in depth the actual situation in the field

RESULT

The Role of House Leadership Coaching

To find out the role of RK coaching, researchers conducted interviews directly with Regional Manager of Regional RK 6

Medan, Mr. Andi Pranata. S. Si at RK Hostel located at Jln. Sei Asahan No 8/22 Medan, on Tuesday 5 December 2017 at 14.30 WIB. The following are the interview excerpts:

"Previously, thank you, after following a long recruitment process that began with administrative selection, written tests, interviews and medical examinations, all participants who passed the RK will participate in the entire series of coaching found in the RK. As a new participant, certainly not many people know what and who exactly RK is, for that at the initial stage they will be given knowledge and understanding of various fundamental matters such as where is the RK guidance process carried out? What kind of model is the result of RK development? What is the evaluation mechanism? etc."

At the internalization stage, the time is to take place within the first three months of the formation period. The participants are expected to be able to internalize the RK's vision, mission and orientation. In addition to routine programs, at this stage there are also several special programs held, namely, in-depth introductions between participants, friendship with residents, preparation of boarding arrangements, etc.

"After passing through the internalization stage, the participants will enter the core stage of the coaching process, namely the stage of formation and maturation. This process will take place in the 4th to 18th month of the coaching period. Basically, at this stage the RK training program takes place. Starting from the daily, weekly, monthly and special programs."

"After I, 5 years they get the process of coaching and debriefing from the RK, it's time for participants to actualize their potential. At this stage the participants will become alumni, for that we need various kinds of preparations including the introduction of the RK Alumni Association, the initial data collection of prospective

alumni and the sharing of ideas and ideas from previous alumni. "

From the results of the interview, we can find out that RK coaching is divided into 3 stages namely;

1. The process of internalizing the process takes place in the first three months of coaching. Participants are expected to be able to internalize the RK's vision, mission and orientation.

2. The Formation and Maturation Stage of the process takes place in the 4th to 18th month of the RK coaching period. Participants will take part in a program consisting of daily, weekly, monthly and special programs

3. Actualization and Preparation Stage to become Alumni

At this stage, one more step the participants will become RK alumni

The same thing was conveyed by Mr. Irwansyah Putra. SE, the program participant who currently serves as the Supervisor of Coaching that was met at the same place, said the following:

"In coaching participants, as a supervisor, my coaching role is as a coach, counselor, mentor and facilitator both informally through interaction with participants and formally through special meetings with participants. I will communicate the progress of the participants periodically to the Program Manager, I also actively involve the participants by forming boarding houses, holding internal meetings. "

"I will ensure that in fulfilling the four RK participants' identities, all participants will prepare and have a long-term and short-term life plan. Every month participants must make a resume of monthly activities and make opinions in the form of articles sent to print and electronic media. Participants are also required to fill out worship forms and progress reports of the participants so that they can conduct semester evaluations. "

From the results of the interview we can find out that the process of coaching, counseling on a regular basis is always

carried out to participants. The participants must carry out the tasks that have been given which will be assessed by the supervisory supervisor and will coordinate with the Regional Manager. The evaluation process is carried out every month through monitoring of participant progress reports. And at the end of each semester an evaluation is conducted from the center. Participants who meet the criteria will remain in RK's dormitory to continue their coaching period. For those who are not achieved will be given the opportunity to make improvements, and for those who are far from the achievement will be given the status of not passing the evaluation so it must be removed from the RK.

Asbi Syahreza Putra as the Sultan of USU who currently also serves as Secretary General of the Movement of Young Members of the North Sumatra Regional Public Health Expert Association (PAMI PENGDA SUMDA) 2016-2017) is full of achievements including Champion 1 "Business Plan Competition Asean Youth Sociopreneur Competition, Kuala Lumpur Mud 2016 "," Asia Pacific Future Leader Conference Delegation, Kuala Lumpur 2016 "," Youth Legend Delegation, Kathmandu 2016 "," ASEAN University Youth Summit Delegation, Manila 2016 "," Future Leaders Summit Delegation, Semarang 2016 "found at the Dormitory RK tells a little of his experience following coaching in the RK, following his explanation:

"I am grateful to be part of the RK and to be able to participate in coaching here. Initially I was a quiet and shy person, but since I entered the RK, my confidence increased because in the RK I was in charge to be able to optimize the strength and abilities that I have. I like the Self Development Training (TPD) activities because in the program we will be equipped with techniques to explore and optimize personal abilities, improve weaknesses and work together to overcome limitations. We will be invited to discuss interactively, also

given individual and group assignments, and there will be workshops and games. "

Fiqhi Fauzi as the USU Sultan of the House of Leadership who is also the Chairperson of the Department of LSO-MAI USU Al-Falak Islamic Student Activity Unit 2015-2016 who also did not lose achievements, including Champion 2 of the Al-Qur'an MTQ Scientific Writing Competition USU Students, Medan 2015, Champion 2 LKTI PIMPI (Indonesian Agricultural Student Scientific Week), Bogor 201, Champion 3 LKTI PRISMA 6 Universitas Brawiyaya, Malang 2016, Champion 3 "LKTI HIMAKUA PAPER COMPETITION (HPC) Sriwijaya University, Palembang 2016" added his experience in interview excerpts:

"The coaching programs that are in the RK are really very useful, starting from the attention of our body and soul. I used to rarely exercise inevitably having to participate in martial arts activities Tae-Kwon Do, I personally felt the benefits of this exercise. In the RK we are also required to follow Tahsin and Tahfiz Al-Quran. Basically the soul and body get food, so that we do not only mentally healthy but also spiritually. "

"Activities in the RK also helped me a lot in lectures and organizations, moreover I served as chairman of the Al-Falak FMIPA Islamic UKM, the material I got at RK was also often conveyed to my organization friends. I like the People Dialogue (DT) the most because it gives us inspiration from interactions with figures who are exemplary of the integrity and competence of their leadership in various fields. In this activity we will also conduct interactive discussions with topics in the community. "

From the results of the above interviews it can be concluded that the coaching program at RK provides many benefits to the participants. RK participants are outstanding students, in addition to being heads of student organizations they also become role models, mentors, and assistant lecturers in the academic field.

They are also good at creating public opinion by writing in many mass media and becoming champions in various scientific competencies, written works, debate competitions, sports, and so forth.

The Role of the RK Coaching Program in Developing Student leadership

In this section, we will discuss about the role of the RK coaching program in developing student leadership through several programs, namely special programs, monthly, weekly and daily programs.

Leadership Development through Special Programs

The RK coaching program consists of several programs, one of which is a special program. To find out how the leadership development of students was formed through the implementation of special programs, researchers conducted interviews directly with informants to obtain accurate and targeted information. For the initial step, researchers conducted an interview with Regional Manager of Regional RK 6 Medan, Mr. Andi Pranata. S. Si at RK Hostel located at Jln. Sei Asahan No 8/22 Medan, on Tuesday 5 December 2017 at 14.30 WIB. The following are the interview excerpts:

"In the implementation of special programs it is a bit special. The name was also special, after the participants graduated and joined the RK, the first time they participated was the National Leadership Camp (NLC). Participants from all regions departed and gathered in Jakarta. They will participate in various activities that contain material topics that are integrated with a variety of methods, including lectures, interactive discussions, seminars, workshops, field assignments, disciplinary and physical training, worship and soul cleansing, gathering, memorizing, outbound activities, etc. other."

"Leadership project (LP) is conducted from the fourth month until the training period, the participants are asked to create programs that contribute to the surrounding community. The fields that can

be chosen are very diverse, including among others: community economic empowerment, contributions to overcome social problems, and others. "

"Examples of LP programs that have been made by RK participants are Pioneers. Pioneers is a leadership project that focuses on empowering youth as agents of change, in this case directly pioneering the community to inspire through real contributions. There is also a Smart Bottle. Smart Bottle is a Leadership Project that focuses on improving the economic level through the concept of sociopreneurs by creating recycled products with selling value. "

Added by Mr. Irwansyah Putra. SE, as the Supervisor of Guidance encountered in RK Boarding House located at Jln. Sei Asahan No 8/22 Medan, on Tuesday 5 December 2017 at 14.30 WIB. The following are the interview excerpts:

"Participants from all regions must know each other, be compact and solid, so it is necessary for the NLC to maintain togetherness and be able to motivate each other. By holding this activity the participants have friends from various regions, add networking and can exchange information."

From the interview results above, it can be concluded that the briefing of RK training begins with the introduction of all regional participants to build cohesiveness and solidity and get to know each other to build a sense of togetherness. RK participants are also prepared to not only become leaders but also leaders who are not only skilled in leading but also contribute to overcoming social problems and responding to the needs of the community.

Habibie Satrio Nugroho who is a Computer Science 2015 student who also has a myriad of achievements, including Champion 1 "Business Plan Competition Asia Young Sociopreneurship Leader Exchange, Singapore 2016", Hope 2 "National Essay Competition, Semarang 2016", Favorite

Champion "Glance Photographic Contest, Jakarta 2016 ", Jaura 1" Alkhuwarizmi Photography Contest, Medan 2016 "was met at RK Hostel located at Jln. Sei Asahan No 8/22 Medan shared his experience:

"I am happy to be able to attend the NLC in Jakarta, because all costs and accommodation are borne by RK. I made many new friends and new experiences. But there is not a walk but we learn like a workshop, we are equipped with various materials and discussions. But it's fun because there are lots of games and outbound. "

Hermansyah of Nursing students who served as Chair of the Rufaidah Islamic Studies Forum (FORKIS) at the USU Faculty of Nursing who also had many achievements, including Champion 1 of the National Health Education Video (Scientific Competition of Nursing Udayana), Faculty of Medicine, Udayana University, Bali 2016, Champion 1 National Health Education Video (ILMIKI National Scientific Meeting), Pontianak 2016, 1st Place in Nursing Speeches at the USU Nursing Faculty Natalias Anniversary, Medan 2015, 2nd Place in Public Health Poster (Medical Student Scientific Week) USU Faculty of Medicine, Medan 2015 tells its experience:

"When I joined the NLC, I met prospective future leaders, participants who came from various disciplines with economic, family and character differences, but united in a sense of happiness in the RK. It felt like a long struggle during the selection process paid by participating in this activity. Staying in touch and interacting with participants from all regions gives a lot of new experiences not obtained from other coaching programs, which is what makes RK different from scholarship programs in general. While at RK we are also expected to contribute to the community in the form of a Leadership Project program, and we make a project to recycle plastic bottles that we call Smart Bottles. So we change the used plastic

bottles into something more valuable, for example a flower vase, decorative lights and so on.

From the above interview results it can be concluded that the specific programs contained in the RK consist of: *National Leadership Camp (NLC)*

1. The National Leadership Camp (NLC) aims to prepare RK participants physically, intellectually, emotionally and spiritually, to refresh the idealism, enthusiasm and motivation of RK participants to work together to realize the RK vision, motivate participants who will soon become alumni so that they are truly ready to play a role in driving the process of transformation and contributing optimally to the benefit of society, nation and state.
2. Leadership Project (LP)
The Leadership Project (LP) aims to familiarize the participants to be in direct contact with real problems faced by the community and practice to contribute to providing concrete solutions, honing and strengthening social care so that they do not become elitist leaders, building emotional closeness between RK participants and the community as its main stakeholders.
3. Combined Training (Latgab)
The Joint Training (Latgab) aims to build bonds between Regional areas and strengthen and vary the implementation of the monthly agenda at one time and special place.
4. TOEFL training
The TOEFL training aims to improve overall English language skills as indicated by a TOEFL score > 500.

Leadership Development through Monthly Programs

To find out how student leadership development was formed through the implementation of the Monthly program, researchers conducted interviews directly with informants to obtain accurate and targeted information. For the initial step, researchers conducted an interview with

Regional Manager of Regional RK 6 Medan, Mr. Andi Pranata. S. Si at RK Hostel located at Jln. Sei Asahan No 8/22 Medan. Following his explanation:

"In addition to special programs that are a bit special, coaching at RK also has a monthly routine that is carried out once a month, consisting of contemporary Islamic study (KIK) activities. In this activity speakers will be called who will provide understanding and invite participants to read and understand literature, dialogue and discussion to understand important and fundamental things about Islam that govern all aspects of life".

"In addition there is also a Personal Development Training (TPD) activity, in this activity participants will be given individual and group assignments aimed at exploring and optimizing personal strengths and overcoming limitations. Every month the participants will also conduct interactive discussions by bringing topics that are developing at this time such as Law and Human Rights in Indonesia, Islam and cultural arts that are included in the Dialog Figure (DT)".

"Because all RK participants are students, RK provides coaching through interactive discussions on topics around the campus world, such as strategies for obtaining scholarships, strategies for building and developing hard skills and soft skills. RK participants are also expected to be able to make opinions, scientific articles, analyze news, and write articles in foreign languages. Because it is conducted Journalistic Training (TJ) once a month by presenting competent presenters in their fields. In addition there are also Literature Study (SP) activities where participants are required to read, analyze and review and discuss books on the topics of Islam, leadership and to Indonesia."

Furthermore, Mr. Irwansyah Putra. SE, as the Supervisor of Guidance encountered in RK Boarding House located at Jln. Sei Asahan No 8/22 Medan added the explanation of Mr. Andi, the following statement:

"Determination of the implementation schedule of KIK, TPD, TJ is done by the Program Manager while the determination of presenters and the scheduling of DT and DPK is carried out by me in coordination with the Regional Chairperson. Where in each activity I will assign 2-3 people to become an activity journalist whose job is to make news and send it to the central board."

Rudi Agusman, a Business / Business Administration student who also serves as Deputy Chairman of the Indonesian Chapter Inspirator who has a myriad of achievements, including Researcher Realization of the Government Assistance Program for Percut Baga Village Fishermen, 1st Champion MTQ Calligraphy Branch, North Sumatera University Student 2015, 3rd Champion Calligraphy Branch The 2016 Sumatera North Sumatra University Student MTQ, shared his experience when being interviewed at RK Dormitory, located at Jln. Sei Asahan No 8/22 Medan, here are the excerpts:

"During training in RK we really have to follow all the rules and do the tasks given. But that does not mean we are like in prison. I go through everything in a relaxed and comfortable way. Because all the programs contained here have many good benefits for us going forward. I always think positive in doing anything. I really like Journalism Training because I am taught well how to write news, so I know how to be a good citizen journalist. I can also reduce what is in my mind into writing. Because like what was said by Pramoedya "People can be as clever as sky, but as long as they don't write, they will disappear in society and history" so I like to write. And from this coaching RK I can improve my understanding and ability in writing."

Asbi Syahreza Putra as USU Sultan who currently also serves as Secretary General of the Movement for Young Members of the North Sumatra Regional Public Health Expert Association (PAMI PENGDA SUMUT) 2016-2017) added as in the following interview excerpt:

"I am grateful to be part of the RK and to be able to participate in coaching here. Initially I was a quiet and shy person, but since I entered the RK, my confidence increased because in the RK I was in charge to be able to optimize the strength and abilities that I have. I like the Self Development Training (TPD) activities because in the program we will be equipped with techniques to explore and optimize personal abilities, improve weaknesses and work together to overcome limitations. We will be invited to discuss interactively, also given individual and group assignments, and there will be workshops and games. "

From the above interview results it can be concluded that the Monthly program contained in the RK consists of:

1. Contemporary Islamic Studies (KIK)
Contemporary Islamic Studies (KIK) aims to build a comprehensive, moderate and visionary Islamic paradigm and understanding so that RK participants are able to carry out the mission as rahmatan lil'alamin.
2. Personal Development Training (TPD)
Personal Development Training (TPD) aims to build a leadership paradigm, provide techniques to explore and optimize personal strengths, correct weaknesses and work together to overcome limitations and build and improve the ability of self-management and organizational management, so as to become productive individuals and team players who are contributive.
3. Dialogue Figure (DT)
The Dialogue of Figures (DT) aims to open up a horizon of comprehensive thinking about the situation and conditions as well as future prospects in the political, economic, social, cultural, science and technology, environment and human rights sectors.
4. Post Campus Discussion (DPK)
Post Campus Discussion (DPK) aims to provide an accurate, complete, and comprehensive picture of post-campus real-world challenges and tips for dealing with them, motivating and

inspiring participants to seriously prepare themselves to be able to build a meaningful career in the public sector, sector private, and others.

5. Journalistic Training (TJ)

Journalistic Training (TJ) aims to increase the understanding and appreciation of the participants about the ins and outs of the world of journalism and the influence of the mass media, increase the ability of participants to analyze the news, increase the ability of participants to communicate thoughts and ideas in a variety of writings, increase participation of participants in promoting RK newsletters, websites and libraries.

6. Literature Study (SP)

Literature Study (SP) aims to broaden the horizons of thinking and strengthen the analysis needed to carry out the role of a leader through a structured study of various types of books.

Leadership Development through the Week Program

To find out how student leadership development was formed through the implementation of the Pekan program, researchers conducted interviews directly with informants to obtain accurate and targeted information.

For the initial step, researchers conducted an interview with Regional Manager of Regional RK 6 Medan, Mr. Andi Pranata. S. Si at RK Hostel located at Jln. Sei Asahan No 8/22 Medan. Following his narrative:

"In addition to the monthly program, there are several weekly programs in RK including the Pekan Islam Study (KIP). In this activity the participants will be divided into several groups that will share material with each other and discuss interactively and share the challenges and problems faced by each group in order to build and strengthen understanding and appreciation of Islam, propaganda, fostering ukhuwwah and charity jama 'yes The participants are also required to improve the reading

(tahsin) of the Qur'an and practice memorizing (tahfiz) of the Qur'an in Every week the participants also do the Tae Kwon Do routine exercise according to the basic training stages ".

"To maintain mutual unity every week the participants and the supervisor supervising as well as the Regional Manager and Builder conduct a Family Meeting to discuss the development of boarding boarding. Participants are also required to communicate in English".

Fiqhi Fauzi Students majoring in Physics, Faculty of Mathematics & Natural Sciences, tells of his experience following the weekly program at RK, following his explanation:

"The coaching programs that are in the RK are really very useful, starting from the attention of our body and soul. I used to rarely exercise inevitably having to take part in Tae-Kwon Do martial arts, I personally felt the benefits of this exercise. In the RK we are also required to follow Tahsin and Tahfiz Al-Quran. Basically, the body and soul get food, so that we are not only mentally healthy but also spiritually. "

"Activities in the RK also helped me a lot in lectures and organizations, moreover I served as chairman of the Al-Falak FMIPA Islamic UKM, the material I got at RK was also often conveyed to my organization friends. I like the People Dialogue (DT) the most because it gives us inspiration from interactions with figures who are exemplary of the integrity and competence of their leadership in various fields. In this activity we will also conduct interactive discussions with topics in the community. "

From the interview results above, it can be concluded that the Pekan program contained in the RK consists of:

1. Weekly Islamic Studies (KIP)

The Pekan Islam Study (KIP) aims to provide participants with a true and comprehensive picture of Islam, so that they then make Islam a way of life, build and strengthen the ability of

participants to interact with Islam internally which then forms basic beliefs, paradigms and mindset, curiosity, as well as the power of Islamic motivation, encourage and motivate the participants to develop their abilities in various matters related to da'wah, science or expertise or skills.

2. Tahsin and Tahfiz Al Qur-an

Tahsin and Tahfiz Al Qur-an aim to improve the quality and quantity of interactions with the Al Qur-an which have an impact on the growth and strengthening of feelings of love and partiality to the Ak Qur-an, Improve the quality of Al-Qur'an reading and memorizing the Al-Qur'an in accordance with RK success criteria

3. Martial Arts Tae Kwon Do

Tae Kwon Do's self-defense aims to build and strengthen discipline, sportsmanship, mental strength and physical well-being, facilitating participants to achieve the minimum blue belt Tae Kwon Do matches the RK success criteria.

4. Family Meeting

The Family Meeting aims to discuss the development of boarding school management, evaluate the completion of coaching tasks, evaluate the implementation of coaching programs both from the center or regional agreements, build togetherness among fellow RK participants.

5. Sports Together

Sports Together aims to maintain physical fitness, strengthen the sense of kinship between participants.

6. English Day.

English Day aims to improve the ability to have the courage to communicate orally in English.

7. Welcoming and Apple Ceremony.

The Welcoming and Apple Ceremony is aimed at fostering the spirit of nationalism and training discipline.

Leadership Development through the Daily Program

To find out how student leadership development was formed through the implementation of the Pekan program, researchers conducted interviews directly with informants to obtain accurate and targeted information.

Mr. Irwansyah Putra. SE, as the Supervisor of Coaching explained, the following interview excerpts:

"To familiarize the participants using special times in the morning to worship then held Qiyamul Lail together, then continued with the morning prayer at the mosque and finished the morning prayer followed by prayer and morning remembrance and a seven-minute lecture from one of the participants".

From the results of the interview above it can be concluded that the Daily program contained in the RK, namely:

1. Qiyamul Lail, Praying Fajr Prayer
Qiyamul Lail, Praying of the Fajr of the Jogja aims to foster spiritual capital as a provision for leadership activities, accustoming participants to use special morning hours for worship.

Evaluation of House Leadership Development

Almost every organization or company in general always conducts performance evaluations throughout the year that has passed. This momentum is also used to plan activities that will be carried out in the future.

The same thing was done by the House of Leadership. The House of Leadership, as one of the coaching institutions that cares about the progress of the participants, sees the importance of improving the participants in order to improve the ability of the participants towards a better direction.

To find out more about the evaluation in the RK, researchers conducted an interview with the Regional Manager of Regional RK 6 Medan, Mr. Andi Pranata. S. Si at RK Dormitory. Following his narrative:

"When RK participants graduate after taking part in the selection process, all participants will be asked to sign a RK scholarship agreement letter, one of the points being the participant of the RK scholarship program in full until the end of the training period, to comply with all RK rules, regulations and rules. So the participants are obliged to participate in all the coaching activities in the RK and all activities that they undertake while participating in coaching are rated by the Supervisor of Coordination in coordination with the Program Manager and Regional Guidance ".

"Evaluation of coaching in the RK is carried out through 3 (three) mechanisms, namely monthly, semiannual evaluation and final coaching. In monthly evaluations, each participant must complete the Participant Progress Report Form (FLPP) in full each month. Furthermore, the semester evaluation is carried out after every 6 month period of coaching. Participants will be given a Semester Evaluation Form and conduct their own assessments related to achieving the success of the RK coaching program. And next is the Final Evaluation of Coaching which is carried out at the end of semester 4 of the coaching period. Participants fill out the Participant Progress Report Form (FLAPP) ".

Furthermore, Mr. Irwansyah Putra. SE, the Supervisor of Coaching added the statement of Mr. Andi, following the interview excerpt:

"The Participant Progress Report Form (FLPP) contains the achievements of the coaching activities and achievements that have been achieved by the participants within one month of the coaching period. I will verify the FLPP that has been filled in complete before being forwarded to the regional manager as the relevant evaluation material. At the end of each month, the Regional Manager and I along with the RK participants conduct an Evaluation Forum for the past month and planning for the following month."

"For semester evaluation, participants complete the Semester Evaluation Form with other materials, namely the semester evaluation blanks containing achievements, networks and a collection of articles for each of the last 6 months. Other materials included are the latest Curriculum Vitae (CV) and life plan. All of these materials will be assessed by the evaluator team from the central board and further validated through personal interviews with each participant. The results of the semester evaluation will be used by the Central Board to determine the status of the relevant participants whether they have passed the semester evaluation, passed the semester evaluation with a trial period or did not pass the evaluation".

From the above interview results it can be concluded that the evaluation of coaching in the House of Leadership, namely:

1. Monthly Evaluation

Monthly evaluations are conducted at the end of each month, where the Supervisor will coordinate with the Regional Manager in verifying the relevant participants.

2. Semester Evaluation

Semester Evaluation is carried out every 6 (six) months of coaching. Participants will be assessed by the Central Management Board of RK, then it will be stated who are the participants who pass the semester evaluation, pass the semester evaluation with a trial period or not pass the evaluation. Participants who have passed the semester evaluation with a trial period will be given special treatment during the trial period of 30 days in the following semester. Special treatment is given in the form of activities to pursue the achievement of success criteria that are still lacking. The activity is recorded in the participant activity report form which passed the trial period and its development is monitored by the Supervisor of Coaching, Regional Manager and Regional Trustees..

3. Final Evaluation of Coaching.

Final Evaluation of Coaching Coaching is carried out at the end of semester 4 coaching period. Together with the Regional Trustees and the Central Board, the participants were assessed to be eligible to become alumni.

Strategic Partners of House Leadership

During the 15 years of painting the face of Indonesia, the House of Leadership continues to strive to be a non-profit institution (NGO) that is professional and open to the community, supervising and supporting both material and financial aspects of every activity in RK. All activities are conveyed to the public openly and responsibly and all the results of their activities are dedicated to the interests of the nation and state.

To find out the source of funds obtained by RK in carrying out coaching activities to all regional participants, researchers conducted interviews directly to Regional Manager of Regional RK 6 Medan, Mr. Andi Pranata. S. Si at RK Hostel located at Jln. Sei Asahan No 8/22 Medan. The following are the interview excerpts:

"The success of the House of Leadership fostered 265 participants throughout the region and 1049 alumni were inseparable from the role of strategic partners, during 2017 RK was supported by 11 strategic partners, namely Medco Group, the National Amil Zakat Agency (BAZNAS), the Al Falah Social Fund Foundation (YDSF), JNE, ZIS Indosat, IZI Indonesian Zakat Initiative, Strategic Partner Lantern, MT Telkomsel, Indochito International, STT Nurul Fikri, Laz AlHakim Sucofindo. Besides that, hundreds of individual donors cannot be mentioned one by one".

"In 2017, RK has also just launched an online donation system to make it easier for donors to fulfill their ZISWAF obligations (Zakat, Infaq, Alms, Endowments). RK cooperates with banks and provide mobile in Indonesia launching a web-based online donation platform to

facilitate transactions using internet banking and e-mobile ”.

From the results of the interview we can find out that in running a student coaching program, the House of Leadership is unable to walk alone. The House of Leadership as an institution that focuses on preparing Indonesian young people to become future leaders of the nation, needs support from various parties. Since its establishment in 2002 until now, the House of Leadership has garnered support from various parties, and there needs to be collaboration from many parties in the work of preparing the future generation of Indonesia.

Furthermore, Mr. Irwansyah Putra, SE, the Supervisor of Development added Mr. Andi, following the interview excerpt:

"Funds received by RK are reported monthly and are used for coaching purposes. RK provides scholarships to participants worth Rp. 1,500,000 (counted: one million five hundred thousand rupiah) per month during the training period. And an allowance of Rp 500,000 (five hundred thousand rupiahs) per month.

From the results of the interview above we can conclude that the RK participants received a scholarship as long as they attended the training. The participants were also facilitated by the hostel as a residence along with supporting facilities, computers, internet networks, libraries, and others.

DISCUSSION

The nature of youth is to move like a propeller, in forming themselves as ideal as possible in order to become the successor to the previous generation and the driving force of the current generation. Today's youth are tomorrow's leaders, the good and bad of tomorrow's national leaders depends on today's youth. The better the character, attitude, mentality of today's youth, the better the future of this nation,

Today's youth struggle will find their respective problems. Today's leaders must

be able to work sincerely, thoroughly, work hard and be smart. Today's youth depicts the nation's future leaders. Youth must be able to provide real solutions to the problems that exist in the community as today's youth, a big responsibility that must be assumed by all House Leadership participants to prove that they deserve to be future leaders.

CONCLUSION

Based on the results of the discussion, the following conclusions can be drawn:

1. Regional House of Leadership (RK) Medan Medan conducts coaching programs to develop student leadership, especially University of North Sumatra (USU) students, starting with the recruitment and selection process, strict selection stages are expected to produce input that is in accordance with the next process, namely the formation phase and maturation, ranging from daily, weekly, monthly programs and special programs designed since the beginning of the formation period. Special programs at this stage are community development programs, TOEFL training and National Leadership Education programs that contain outbound content. The process of coaching and regular counseling is always carried out to participants in each region. At the end of each semester there will be an evaluation, participants who meet the criteria will remain in RK's dormitory and continue their coaching period. For those who are not achieved, there are those who are given the opportunity to make improvements, those who are far from the achievement will be given the status of not passing the evaluation, so they must be removed from the RK to be replaced with new participants.
2. The role of the Medan 6 Regional Leadership House guidance program is to build leadership for students to have a Islamic paradigm that is humble, open minded, moderate, objective, participatory and contributes. Young leaders are expected to be able to have

mobility in various fields and lead minimal strategic institutions in their smallest communities of student affairs and youth. Then with the contribution that the House of Leadership has given to students, young leaders must also be able to become a "leading sector" by expanding networks between students to collaborate together and contribute widely to society, nation and people. Besides that the alumni of the leadership house must have high commitment and awareness to contribute to serving the leadership house itself to continue the "relay" stick and continuous regeneration.

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