

**PERSONAL TESTIMONIALS OF IP FE UII STUDENTS TOWARDS
OUTBOUND MANAGEMENT TRAINING**

A THESIS

**Presented as Partial Fulfillment of the Requirements to Obtain the Bachelor Degree in
Management Department**



By:

SYARIFAH MAUDIA ADITASARI

Students Number: 15311203

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**PERSONAL TESTIMONIALS OF IP FE UII STUDENTS TOWARDS
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A BACHELOR DEGREE THESIS



By:
Syarifah Maudia Aditasari

Student Number: 15311203

Defended before the Board of Examiners
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Board of Examiners

Examiner I

Achmad Sobirin Drs., MBA., Ph.D., Ak.

25th November 2019

Examiner II

Arif Hartono, Drs., MHRM., Ph.D.

25th November 2019

الجامعة الإسلامية
الاستاذة

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International Program

Faculty of Economics

Universitas Islam Indonesia

Dean



Jaka Sriyana, Dr., S.E., M.Si., Ph.D.

PERSONAL TESTIMONIALS OF IP FE UII STUDENTS TOWARDS OUTBOUND
MANAGEMENT TRAINING

By:

Syarifah Maudia Aditasari

Student Number: 15311203

Approved by:

Content Advisor



Arif Hartono, SE. MHRM., Ph.D.

25th November 2019

Language Advisor



Rulli Hapsari, S.Pd., MA.

25th November 2019



الجامعة الإسلامية
الاندونيسية

DECLARATION OF AUTHENTICITY

Herein I declare the originality of this thesis. I have not presented anyone's work to obtain my university degree, nor have I presented anyone else's words, ideas, or expression without acknowledgement. All of questions are cited and listed in the references of the thesis.

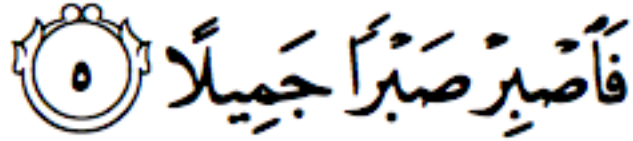
If in the future this statement is proven to be false, I am willing to accept any sanction complying with the determined regulation or its consequences.

Yogyakarta, 21 November 2019



Syarifah Maudia Aditasari

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So endure patiently, with a beautiful patience.

(Q.S. Al-Ma'arij 70: 5)

I always wondered how patience could possibly be beautiful.

It is painful. It is tiring. It is suffering.

Patience is a constant state of effort.

It is exhausting,

But patience is simply Trust.

Trusting Him, despite the pain.

Patience is giving up everything you love.

For the One that loves you most.

And what could be more beautiful than that?

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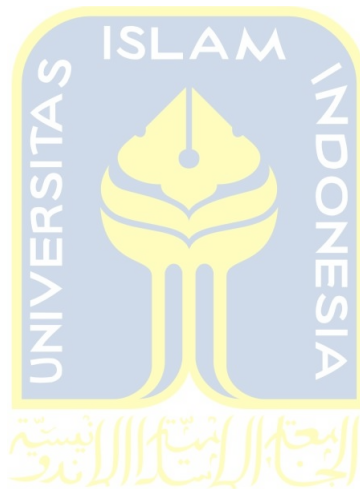
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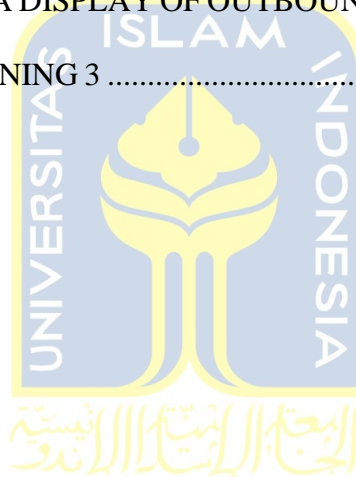
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ABSTRACT

This research study aims to discover how IP FE UII carries out Outbound Management Training (OMT) and to know the understanding of the program from the students' perspective. OMT consists of three series of trainings-OMT 1, OMT 2, and OMT 3, designed for students of IP UII majoring in Accounting, Management, and Economics. This research is a qualitative research that uses interview as its data collection method. The research data were collected from 7 students of IP FE UII with the purpose of discovering their personal testimonials about OMT 1, OMT 2, and OMT 3. The data collected were validated through credibility and transferability tests. The research findings show that the participants had no specific expectations about OMT 1, they would manage an event in OMT 2, and thought that OMT 3 is the hardest. The participants also stated OMTs have helped them improve leadership skills, teamwork, and self-development. This research also gather a variety of different opinions regarding OMTs, such as the unclear objectives of the program and the inappropriate facilities that the committees should consider for the sake of safety for the participants.

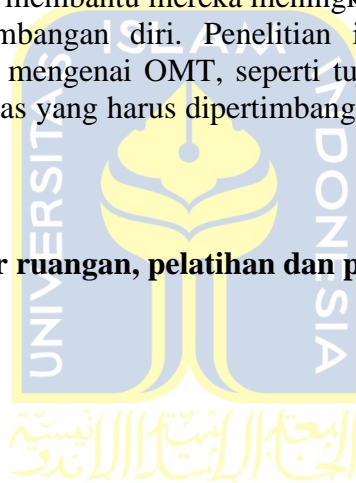
Keywords: Outbound training, training and development, IP FE UII.



ABSTRAK

Penelitian ini bertujuan untuk menemukan bagaimana IP FE UII menerapkan Outbound Management Training (OMT) dan untuk mengetahui bagaimana siswa memahami program ini. OMT terdiri dari tiga seri pelatihan-OMT 1, OMT 2, dan OMT 3, yang dirancang untuk siswa IP FE UII jurusan Akuntansi, Manajemen, dan Ekonomi. Penelitian ini adalah penelitian kualitatif yang menggunakan wawancara sebagai metode pengumpulan datanya. Data penelitian dikumpulkan dari 7 siswa IP FE UII dengan tujuan untuk mendapatkan testimony pribadi dari mereka tentang OMT 1, OMT 2, dan OMT 3. Data yang dikumpulkan divalidasi melalui tes kredibilitas dan transferabilitas. Temuan penelitian menunjukkan bahwa para peserta tidak memiliki harapan khusus tentang OMT 1, bahwa mereka akan mengelola acara di OMT 2, dan berpikir bahwa OMT 3 adalah program pelatihan yang paling sulit. Para peserta juga menyatakan OMT telah membantu mereka meningkatkan keterampilan kepemimpinan, kerja tim, dan pengembangan diri. Penelitian ini juga mengumpulkan berbagai pendapat yang berbeda mengenai OMT, seperti tujuan program yang tidak jelas dan fasilitas yang tidak pantas yang harus dipertimbangkan oleh komite untuk keselamatan bagi para peserta.

Kata Kunci: Pelatihan luar ruangan, pelatihan dan pengembangan, IP FE UII.



CHAPTER I

INTRODUCTION

1.1 Research Background

The era of globalization has shifted the way a leader leads an organization. Therefore, there is an urge for future leaders to prepare themselves. At present time, university is an institution that is expected to be able to provide students with skills they need to manage organizations in the future. Many programs have been designed to fulfill the task. The international program of Universitas Islam Indonesia (later be abbreviated with IP UII) has designed an education system which combines between the models which provide the students with superior knowledge competency (educating concept) and the models providing the students' with noble character (Annual reports of Outbound Management Training, 2017).

The program is called Global Leadership program, which serves as the media to provide the international program students' capability with academic skills, professionalism, innovative, leadership skills and basic of Islamic values. Global Leadership Program is performed with a series of training activities. In the first semester, the program includes Self Leadership Training, Intermediate Islamic Leadership Training, Advanced Islamic Leadership Training, 3 series of Outbound Management Training, and Bridge Your Career. In general, those are mandatory activities for the IP students to follow,

except for Outbound Management Training 2 and Outbound Management Training 3 that are optional for several majors.

Outbound Management Training is the outdoor activities of leadership training, which usually takes place longer than the other types of training program from IP UII in range of 3 until 5 days spent for each part of the activities. According to Marimuthu & Mukherjee (2014), outbound training or also known as outdoor management training is a training method for enhancing organizational performance through experiential learning. The needs of outbound training is in line with the needs of organizations as workforce skills are critical in a challenging business environment (Annual Reports of Outbound Management Training, 2017.)

Outbound management training usually places individuals and groups in challenging, unpredictable, but safe outdoor environments for learning, risk-taking, decision-making, and skill development (Wagner *et al.* cited in Kass & Grandzol, 2011). In the Annual Reports of Outbound Management Training, 2017, it is stated that through these activities, the participants are expected to take the learning points by themselves based on their experiences and expected to develop new skills such as leadership, communication, problem solving, trust, conflict resolution, and communication skills.

In IP UII, Outbound management training is a routine leadership training held at least twice a year for each batch, and the evaluation of the program is held at the end of the program. The evaluation is usually performed in the

form of forum group discussion in which the participants who have successfully completed all of the trainings are invited. The purpose of the evaluation is to know the effectiveness of the program, and to find out whether the programs have impacts on the participants (Annual reports of Outbound Management Training, 2017).

The results of the evaluation shows that some participants thought that the training programs are overlapping with some others of programs provided by International Program in UII. Some participants also thought that the roadmap of the program held by Character Building Program is still unclear in some aspects so that they still fail to figure out the purpose of the programs (Annual reports of Outbound Management Training, 2017). Other parties who are not involved in this program also wonder what OMT is and the purpose of the program.

Preliminary interview has been conducted to know what the participants feel about the outbound management training. The results shows that some of them agreed that outbound management training have a positive impact on personal development. However, the others argued that the Outbound Management Training is not effective and a bit risky. The participants also felt that the purpose and the learning point from Outbound Management Training is still not clear. Thus, this research study is conducted with the aim of evaluating the implementation of Outbound Management Program from the participants' perspective, and its impact on participants.

1.2 Focus of the Research

This research study is focused on:

1. IP FE UII students batch of 2014.
2. IP FE UII students batch of 2015 majoring in Accounting, Management, and Economics.

1.3. Problem Statement

Leadership training is conducted in various ways, one of which is outbound management that has been implemented in IPFE UII for years. Nevertheless, there is less information on the training program, and how the students of IPFE UII think about it. The information later can hopefully be one of the considerations whether the program can be implemented and become the part of its evaluation to know which part of the training program that need to be improved. Thus, a few problem statements are formulated as follows:

1. How do the students' expect about OMTs?
2. What is the students opinion about OMTs?
3. What is the impact of OMTs to the students of IPFE UII?

1.4 The research objectives

Based on the problem statement mentioned above, the research objectives are:

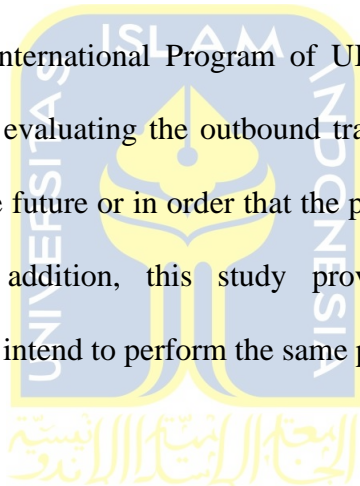
1. To know the process of outbound management program held by character building program of international program in Universitas Islam Indonesia.

2. To gain information about students' expectation before joining OMT and how they react towards the program.

1.5 Research Contribution

This research provides benefits theoretically and practically. Theoretically, it would make a contribution to the field of human resource management especially related to training and development program for college students. Furthermore, it can be a reference for other researchers to conduct further research.

Practically, International Program of UII may take advantage of the research findings in evaluating the outbound training management whether it should be held in the future or in order that the program will be more effective in the future. In addition, this study provides information for other organizations if they intend to perform the same program.



CHAPTER II

REVIEW OF RELATED LITERATURE

2.1. PRIOR STUDIES

Nowadays, organizations are more competitive, so that they invest tend to invest more in training development as a skilled workforce is one of the competitive advantages (Kraiger, Passmore, Dos Santos, & Malvezzi, 2014). For universities, training and development program can be one of the alternatives to prepare students with competencies and skills they will need in a real business environment. Hence, the topic receives attention from researchers and a few studies have discussed the implementation of outbound management program or what the so-called outbound management development, the needs of outbound management program, and the evaluation of training program.

2.1.1. Impact of Outbound Training (OBT) on MBA Students in Developing Their Leadership Skill: A Study on South India

Training has been viewed as one of the important parts within an organization. In the field of education, competence-based training program can effectively increase management skills of students and it needs to be nurtured in an appropriate way to harvest an optimal results. The research by Marimuthu & Mukherjee (2014) highlights the importance of outbound management training in creating impact on Indian Management student in achieving managerial skills, especially leadership. This current research also aims to answer the need of outbound training compared to the conventional methods of

training, For data collection methods, a questionnaire with twenty four questions are chosen and distributed to 120 respondents.

The questions that are included in this research are related to the students' participation in similar training program, such as their satisfaction of the Outbound Training Program, and the significance of the Outbound Training program to their leadership skills, before and after joining the program. The questionnaire is distributed to the MBA Students of South Indian Business School who have attained Outbound Training earlier in the management education and have experienced the post impact of the training methods into their leadership attributes.

The results of this research show that Outbound Management Training has impacted the students' leadership skill, and there is a statistically significant difference before and after joining the Outbound Training program on their achievements. The satisfaction level of the students in joining the training is identified as high as the students can feel their enhancement of their leadership skills before and after joining the training program.

2.1.2. The effects of outdoor training on the development of emotional intelligence among undergraduate tourism students

Communication, leadership, conflict resolution, and teamwork are the most important competencies that an individual should have while competing in industry professionals. A research from Fernández-Gámez *et al.* (2018), discussed that the professionals who work in tourism industry, which is

basically a service-based industry is expected to be able to handle volatile situations involving negative comments and to control their emotions skillfully. Such ability which is to control and understand one's and others' emotions, to and then to use the information to guide one's thinking and actions is called emotional intelligence.

However, it is still uncertain that there might be a difference between Emotional Intelligence levels between undergraduate tourism students and tourism industry professionals. Therefore, the purpose of the study from Fernández-Gámez *et al.* (2018) is to analyse whether the differences between the levels of emotional intelligence between the undergraduate tourism student and the tourism industry professionals can be measured by using outbound training as the media.

Previous research has proven that outbound training contributed to the improvements in emotional intelligence skills. The reason is because outbound training involves a methodology using outdoor or open-air activities to develop emotional intelligence skills such as communication, teamwork, conflict resolution, time management, motivation, leadership, self-confidence, and self-control. The questionnaire is distributed into two different samples before and after the outbound training was held. The results shows that outbound training succeed in reducing the gaps between the emotional intelligence between the tourism industry professional and tourism undergraduate students.

Before the outbound training conducted, the average emotional intelligence score of tourism industry professionals is 6.237, that was significantly higher compare to the levels of the emotional intelligence of the tourism undergraduate students which is resulted in 4.799. After the outbound training conducted, the gap between emotional intelligence score of tourism industry professionals is reduced up to 52% and significantly improved in the four emotional intelligence dimensions which are adaptability, emotional control, self-motivation, self-control dimension, assertiveness relationships, expressing emotions, and happiness. These improvements are the results of the learning methods in outbound training, which are characterized by uncertainty, reality, excitement, the perception of risk, interaction with nature, and encourage the participants to extend their limits and achieve goals or objective they never believed they were capable of reaching.

2.1.3. *Assessment Effectiveness on the job training in Higher Education (case study: Takestan University)*

The purpose of training is to maintain the well-trained workforce that will lead to a better organization performance. Numerous of researches have taken a lot of consideration that a training program has spent a high investment both in time and money. Mollahoseini & Farjad (2012) have conducted a study with the aim to examine the effectiveness of training and development in the Higher Education sector using training evaluation framework. This research is using quantitative methods by distributing the questionnaires to the following respondents such as teachers, staffs, and Managers Islamic Azad University in

Takestan to examine the effectiveness of the training by using Kirkpatrick' evaluation models.

The results of this research shows that based on the Kirkpatrick' evaluation models, at the level 1 which is the reaction of the participants, it shows that the participants were satisfied with the program. Based on the learning points, it is known that most of the participants took a lesson to be learnt during the program. At this point, the researcher also evaluates the participants through their progress or behavioral changes by way of testing of knowledge, skills, and attitudes acquired.

The results also show that the participants apply the skills they have gained to their job by measuring their job performance and by observing the changes of their behavior on the job. Last but not least, the results show that the training program was productive and cost effective by measuring the progress at the university level. This research also giving some recommendations that the training program can be more effective if the organization depends on how well the training program designed and based on the implementation of the learning, learner involvement, learner attitude change, job commitment, top managers views for training, and connect the training to organization' vision and strategies, and also by providing the opportunity to apply the skills learned in the workplace.

2.1.4. *Evaluating outdoor experiential training for leadership and team building*

Many of the organizations have invested millions of dollars on training program with outdoor experiential learning method. The reason is because they believe that outdoor experiential learning resulted on the key competencies for the improving leadership skills, team building, improving problem-solving skills, increasing trust, and improving communication. Even though it is easy to demonstrate that outdoor experiential learning has contributes to development those skills, but there is still lack of published studies to proof that invest in outdoor experiential learning is an expedient decision that can impact the financial return on an organization.

Therefore, William, Graham, & Baker (2003) presents a paper to explain how to analyze the impact of outdoor experiential learning into the financial return of the organization. This paper also presents about how behavior changes, as the objectives of the outdoor experiential learning, can effect on the business results. For example, better leadership, higher team cohesiveness, higher levels of trust, and better interpersonal communication would lead into lower employee turnover and lower absenteeism, but increase the productivity. Better problem solving, in one side, will lead into better overall job performance.

William, Graham, & Baker (2003) stated that the data can be analyzed by converting any available data into monetary values. The meanings of available

data are the employees' turnover, absenteeism, quality, and overall job performance. Later, the lower employees' turnover rate can result in spending the cost lower than before. Another example is to calculate the contribution of absenteeism to the financial return of an organization. Even though the calculation would be more complex, but the researcher can use following information such as total employees-hours lost to absenteeism for given period, total productive supervisory hours lost to absent employees, and so on.

The productivity costs can be calculated as marginal profit contribution of each additional unit of production. There were some cases when the data do not exist. If it happens, the researchers must develop it or obtain reasonable estimates. In a real situation when a research is conducted, if outdoor experiential learning increases productivity, the financial return if we invest on outdoor experiential learning is simply the number of additional units produced multiplied by the marginal profit on each unit. The quality variable often can be measured by the consequences of customer satisfaction. The results of customer satisfaction often associated with the enhancement of the marginal profit from increased repeat sales, the costs saved from lowering the number canceled orders, and the value of the reduced labor hours spent handling customer complaints. Last but not least, calculating overall job performance can be done through calculating the value to an organization of an employee.

2.1.5. *Reactions to outdoor teambuilding initiatives in MBA education.*

Outdoor challenge training has long been trusted as an effective media in human resource development strategy, especially in enhancing one's self-concept, leadership, communication, planning, enhancing trust, and to improve team-work effectiveness within an organization. It is known that outdoor challenge training also often used in the MBA programs and have proven to be beneficial because it improved the students' ability in problem solving, group awareness, and group trust. Research from Shivers-Blackwell (2004) is conducted to evaluate the effects of teamwork attitudes, to examine whether or not the costs and the time spent on outdoor challenge training was effective for teambuilding.

Qualitative and empirical investigation was conducted, and questionnaire was distributed to 147 MBA students after the training was conducted. The purpose is to evaluate the general attitude toward outdoor training that has been conducted, and to assess their satisfaction with their team, and their intent to stay in the team in the future. The results of the research show that teamwork attitudes have a positive effect on team viability, while performance in outdoors training was not related to any of the team viability variables. This study also discover that teamwork attitude were significantly and positively related to team support, potency, and intention to remain in the team and team survival.

2.1.6. *The impact of university' program toward alumni perceived development.*

One of the most important role to shape students' value-shaper is education, and university is one of the media to provide them. In International Program of Faculty of Economics in Universitas Islam Indonesia (also stands for IPFE UII), the value are shaping into one of the program called Character Building Program. The aim of character building program is to go hand in hand with the vision and mission of Faculty of Economics of Universitas Indonesia, which is harmonizing heart-head-hands. Character Building Program are designed with values and at least five skills such as professional, behavior, good literacy, creative thinking, global understanding, and good communication. This was because IPFE UII believes that those are the skills needed to be succesful in the future no matter what job they will do. Hidayat, Linando, and Ekasasi (2018) conducted a research to evaluates whether or not the programs already achieve the objectives and it has been executed correctly with the aim of achieving its goals.

Quantitative methods are chosen and questionnaires has been distributed to all of IP FE UII alumni from three different majors which are Management, Accounting, and Economics with the range of the first batch of graduation from 1999 until 2014 graduates. The results of this research shows that professional behavior had a significant influence on perceived development. Meaning that the professional behavior training in IPFE UII impacted the alumnae' perceived development. Another results of this research shows that

creative thinking has negative influence to alumnae' perceived development, literacy skill and global understanding has positive but not significant influence on alumnae' perceived development, and communication skill has positive influence to alumnae perceived development.

2.1.7. *Organizational Involvement as the Moderator between University' Programs and Alumnae Perceived Development*

One of the most important role to shape students' value-shaper is education, and university is one of the media to provide them. In International Program of Faculty of Economics in Universitas Islam Indonesia (also stands for IPFE UII), the value are shaping into one of the program called Character Building Program. Character Building Program consists of three set of program which are *Latihan Kepemimpinan Islam Dasar-Menengah-Lanjut* (Basic-Intermediate-Advanced Islamic Leadership Training), which focus on shaping the students' heart. Another set of leadership training are Outbound Management Training 1 until Outbound Management Training 3 that focuses on shaping the spirit of compassion and serving (hand), and the last one is Bridging Program or the daily teaching activity to shift the mindser of the newly-graduates high school student into the mindset of college student.

Linando, *et al.* (n.d.) conducted a research as sequel from the previous research titled "The impact of university' program toward alumni perceived development". The purpose of this research is to evaluates whether or not the programs already achieve the objectives and it has been executed correctly

with the aim of achieving its goals by adding the organizational involvement of the students as the moderating variables. Quantitative methods are chosen and questionnaire has been distributed to 44 alumnaes of IP FE UII, and the data was analyzed by using regression equation.

The results indicate that creativity and global understanding programs in IPFE UII are already good enough to help the alumnae perceived development. Organizational development also help the alumnae to develop. However, through this research the researchers underlined an important thing, that is IPFE UII needs to be a bit more focus on shaping the professional behavior, literacy, and communication skills to support the alumnae perceived development. The researchers also recommend for IPFE UII to create events such as campus hiring, job fair, industry based workshop, to create a stronger brand image of IPFE UII in the professional world.

2.1.8. Student Learning in Outdoor Education: A Case Study From the National Outdoor Leadership School

It is been a long time that people often questioning about the process of students learning in outdoor education settings. Meanwhile we only can describe what is the program about if we understand the process behind it. In attempt to have a better understanding about the structure of outdoor training programm to achieve its outcomes. McKenzie (cited in Paisley, Furman, Sibthorp, & Gookin (2008)), explained that course activities, physical

environment, instructors, and the group are all critical to students' development on adventure courses.

McKenzie findings are contributed to support the research from Paisley, Furman, Sibthorp, & Gookin (2008) who provide an investigation at National Outdoor Leadership School (NOLS) to identify the mechanisms through which types of learning process are the most effective for students based on the methods of learning from NOLS. In NOLS, there are six learning objectives for its students, which are communication skills, leadership skills, small-group behavior, judgement in the outdoors, outdoor skills, and environmental awareness.

The subjects of this research were 508 students who enrolled in NOLS courses between May and August of 2005, and were sampled from six different NOLS branches and represented a wide variety of course types and lengths. The qualitative data also gathered by giving the final question at the end of questionnaire. After the data were collected, the students' entire response were mentioned into learning mechanisms by the researchers.

The results of this research shows divided into two. The first results shows that 160 students choose outdoor skills and 114 students choose leadership as the things that the students most learned from the training program. Another findings from this research is there are five broad domains that the learning occurs, which are structure-oriented mechanisms; instructor-oriented

mechanisms; student-oriented mechanisms; student- and instructor-oriented mechanisms; and mechanisms that are a result of environmental qualities.

2.1.9. Optimising skills transfer via outdoor management development

Many of businesses have invested hundreds of million dollars each year to conduct outdoor management development. A common managerial skills such as conflict handling skills, negotiation, and mutual problem solving have been underlined as the objectives of knowledge transfer in outdoor management development.

Previous series of this research have provided a framework for an optimum development and transfer of conflict-handling skills through outdoor management development. The results of previous research shows the application of concepts is broadly supported in the framework. The elements of the framework also clearly recognisable as design components, but there is still lack of supporting theories about the process of transfer learning in outdoor management development and the evidence to support the application of the framework. Therefore, the purpose of this research is to make a further investigation that involved the research with managers who attended OMD programmes to explore their experiences of OMD provision from the perspective of the participants.

This is a quantitative research. 150 questionnaires were distributed to the managers over an eight-month period. At the end of period, 39 responses (included the participants who had attended courses from 27 different

providers) were sent back to the researchers. The responses were analyzed by using SPSS for Windows 9.0 and the open questions were coded using numerical values.

The results of this research provides some informations regarding the execution of OMD from the participants perspective. The first results indicates that generic knowledge such as underlying knowledge of the process of conflict and knowledge of specific routines for conflict handling are the most importance of conflict resolution knowledge that the participants get from the program. For the methodology for the participants to get the learning points, it shows that the practical activities were rated as primary vehicles for skills development. The second most frequently referred to methodology was “personal skills” which were rated slightly more favorably personally than as an aspect of the course, although the overall rating for both categories was high. Another results from this research shows the information in which the last OMD course attended helped the transfer of learning from the outdoor context into the workplace. Personal skill is the most chosen answers as a vehicle for learning transfer.

2.1.10. Clinical leadership training: an evaluation of the Welsh Fellowship programme

Leadership and management are more into related to each other. Leadership refers to the term that explains about relationships, and management refers to a set of processes (e.g. planning, budgeting, staffing, measuring performance and

problem solving when results do not go to plan) that keep an organization functioning. The needs of developing medical leadership increase as the leadership is a requirement of all doctors and essential for quality improvement and patient safety.

One of the medical education and training organizations that have been initiates the medical leadership development program is the Welsh Clinical Leadership Fellowship (WCLF). Established in 2013, the Welsh Clinical Leadership Fellowship (WCLF) program aims to recruit aspiring future clinical leaders and equip them with knowledge and skills to lead improvements in healthcare delivery. The training program in the WCLF divides the participants into different specialty training, ranging from 1 to 7. However, the participants' specialty program do not determined which project they had to take. Therefore, Phillips & Bullock (2018) conducted a research to evaluate the first two years of the WCLF program, to understand what aspects from the program worked and explore whether the purposes of the program had been achieved.

This is a qualitative research. In consequence, the data is collected through individual telephone interviews with fellows using a semi-structured interview schedule; face-to-face focus groups with fellows; observation of training; and one-to-one semi-structured telephone interviews with workplace project supervisors. The results of this research shows that the participants' reasons for participating in the program are to develop knowledge and skills in leadership and management, influence/implement change and improve outcomes, and

develop knowledge of NHS management structure and leadership. Meanwhile for the learning from the training, the participants admit that their experience was well received. The reason is because it provided an opportunity to understand the ethos of ALSs, team building and trust. Feedback on team working by lodge staff and talking through the experience with Academi Wales facilitators was perceived as a good mix. Being part of a group, learning from others' experiences and thinking in different ways, was particularly valued.

The training program also provides the participants the opportunities to improve their skills in team working. It also gives opportunities to see things from different perspective. The key ways of how the participants learned was through observation of and connection with a variety of individuals both within and outside the host organization. Another additional information, the participants of this research stated that rather than being a negative experience, they have learnt valuable skills (creativity, flexibility and negotiating) when things did not run according to plan.

This research also provides the features that can make a good leadership-training program. A good leadership-training program includes a flexible approach to the projects and opportunities to be involved with activities outside the main projects, such as attending meetings and conferences. A well-balanced academic program is one that provides the theory of leadership and opportunity to apply learning in the workplace during and post-Fellowship. High-quality organizational support and supervision is important to the success

of a program.

2.1.11. *Using outdoor adventure to enhance intrinsic motivation and engagement in science and physical activity: An exploratory study*

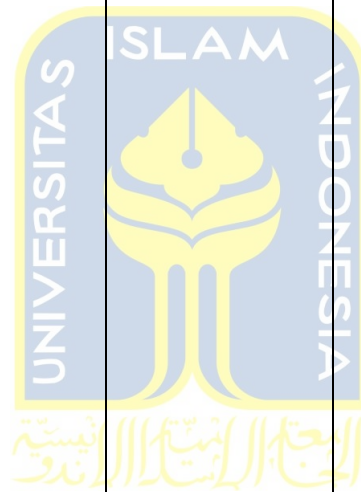
Outdoors learning is not only used in social science, but the implication also works on science. Katehi, Pearson, & Feder (cited in Mackenzie, Son, & Eitel, 2009) stated that outdoor learning is one of the learning methods that can help students improve students engagement in science because it integrates other discipline and other practical applications by using outdoor adventure, nature-based learning, forest schools, or Learning Outside the Classroom (LOtC) approaches. It is also one of the reasons behind the study conducted by Mackenzie, Son, and Eitel (2018), which wanted to explore the students' experiences in a pilot outdoor adventure-based science course, and their normal school settings before the course and after the course. Some variables such as attitudes, identity, intrinsic motivation, basic psychological needs, and engagement in science education and outdoor physical activities were measured.

This study is a quantitative research by using questionnaires in collecting the data. The variables mentioned above were measured by likert scale and processed using ANOVA application. The results of this research show that the participants' daily physical activity, intrinsic motivation, and psychological engagement in science and physical activity was significantly higher during an OASC in comparison to traditional settings. This study also provide information by comparing behavioral measures of physical activity across settings which will

be useful to understand how OASC style programs can promote positive outcomes in synergistic ways since the findings in this research show that a minimum of two weeks activity may be necessary for this type of identity development because identity and/or attitudes cannot be meaningfully influenced in a short-duration (five-day) course.



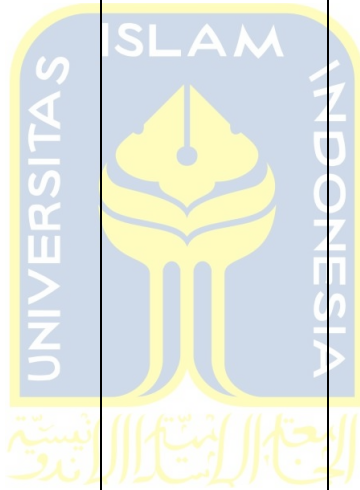
| No. | Title of Journal | Author | Year | Types of Research / Data collecting methods | Summary of Journal |
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| 1. | Impact of Outbound Training (OBT) on MBA Students in Developing Their Leadership Skill: A Study on South India | Marimuthu, K. N., & Mukherjee, S. | 2014 | Quantitative, Questionnaire | The results of this research show that Outbound Management Training has impacted the students' leadership skill, and there is a statistically significant difference before and after joining the Outbound Training program on their achievements. |
| 2. | Optimising Skills Transfer via Outdoor Management | Burke, V., & | 2004 | Qualitative, | The results of this research |



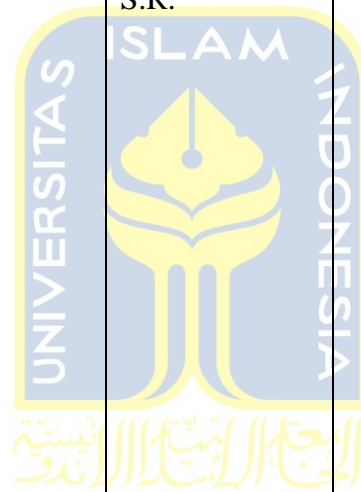
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| | Development part I : The provider's Perspective | David, C. | | Interview. | confirmed that the models to be tenable insofar as the variables represented within it were reportedly utilized as aspects of skills development. Significantly, however, there was little evidence for the application of this framework, or any other process-based decision making, on the design of optimum content or method. |
| 3. | Assessment Effectiveness on the Job Training in Higher | Mollahoseini, A., & Farjad, S. | 2012 | Quantitative, Questionnaire | The results of this study shows that the students were |

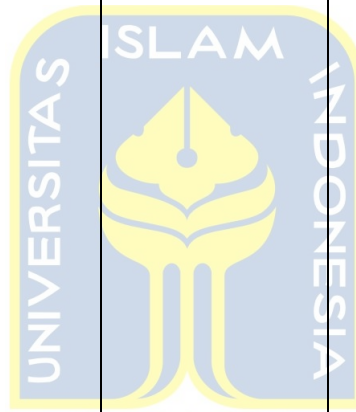
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| | Education (case study: Takestan University) | | | | satisfied with the training program and also applying the skills they have gained to their job based on their job performance. |
| 3. | The Effects of Outdoor Training on The Development of Emotional Intelligence Among Undergraduate Tourism Students | Fernández-Gámez, M. Á., Rosales-Pérez, A., Molina-Gómez, J., & Mora-Lucena, L. | 2018 | Quantitative, Questionnaire. | The results of this research shows that outbound training succeed in reducing the gaps between emotional intelligence between the tourism industry professional and tourism undergraduate students. |
| 4. | Reactions to outdoor teambuilding initiatives in MBA | Shivers- | 2004 | Qualitative | The results of the research |

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| | <p>education.</p> | <p>Blackwell, S. L.</p> | | <p>show tat teamwork attitudes have a positive effect on team viability, while performance in outdoors training was not related to any of the team viability variables. This study also discover that teamwork attitude were significantly and positively related to team support, potency, and intention to remain in the team and team survival.</p> |
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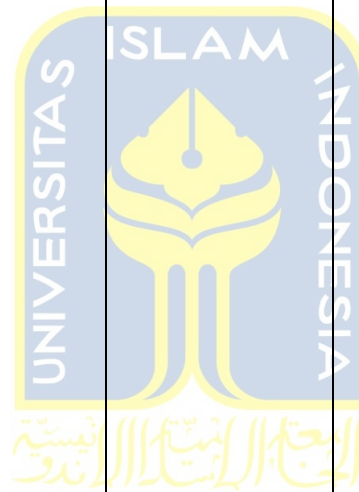


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| 5. | The impact of university' program toward alumni perceived development. | Hidayat, A., Linando, J. A., & Ekasasi, S.R. | 2018 | Quantitative, questionnaire. | The results of this research shows that professional behavior had a significant influence on perceived development. Meaning that the professional behavior training in IPFE UII impacted the alumnae' perceived development. Another results of this research shows that creative thinking has negative influence to alumnae' perceived development, |
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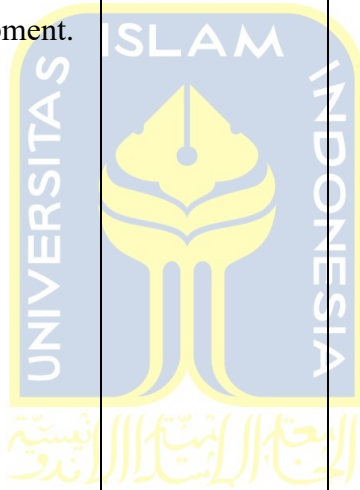


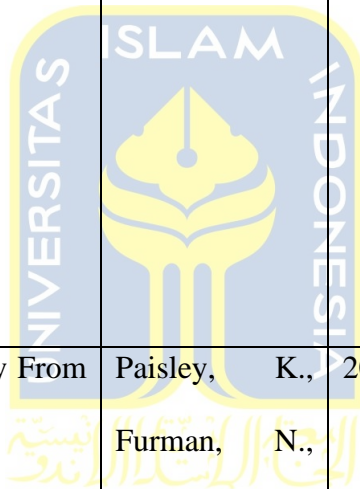
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| | | | | | literacy skill and global understanding has positive but not significant influence on alumnae' perceived development, and communication skill has positive influence to alumnae perceived development. |
| 6. | The power of outdoor management development. | McEvoy, G. M., & Paul, F. B. | 1997 | - | OMD establishes such an environment under which they are most likely to learn for themselves. the process of OMD learning process |



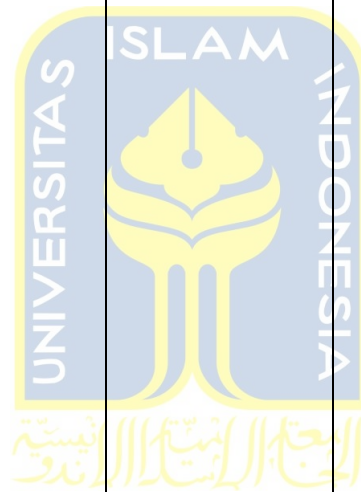
begins by building a trusting and supportive climate. It engages trainees in acts of discovery, significant opportunities for frame breaking, and “aha” learning. It also builds skills through modelling of behaviours seen to be successful. But most importantly, OMD sustains the interest, attention, and motivation of participants. In the end, this may be the single best

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| | | | | | predictor of training success for adult learners. |
| 7. | Organizational Involvement as the Moderator between University' Programs and Alumnae Perceived Development. | Linando, J.A. | n.d. | Quantitative, questionnaire. | The results indicate that creativity and global understanding programs in IPFE UII are already good enough to help the alumnae perceived development. Organizational development also help the alumnae to develop. However, through this research the researchers underlined an important |



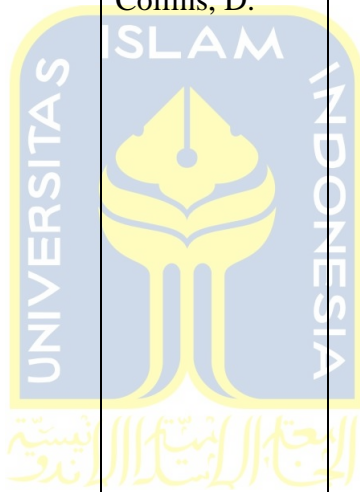


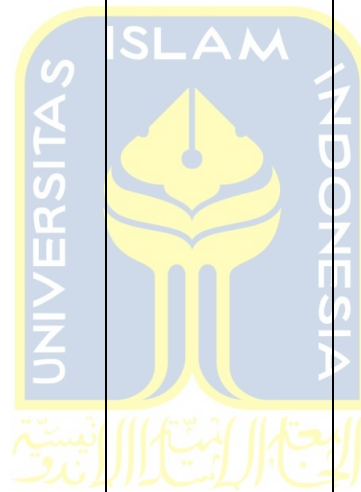
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| | | | | | thing, that is IPFE UII needs to be a bit more focus on shaping the professional behavior, literacy, and communication skills to support the alumnae perceived development. |
| 8. | Student Learning in Outdoor Education: A Case Study From the National Outdoor Leadership School | Paisley, K., Furman, N., Sibthorp, J., & Gookin, J. | 2008 | Quantitative, by distributing questionnaires to the 508 participants | The results of this research shows divided into two. The first results shows that 160 students choose outdoor skills and 114 students choose leadership as the |



things that the students most learned from the training program. Another findings from this research is there are five broad domains that the learning occurs, which are structure-oriented mechanisms; instructor-oriented mechanisms; student-oriented mechanisms; student- and instructor-oriented mechanisms; and mechanisms that are a result

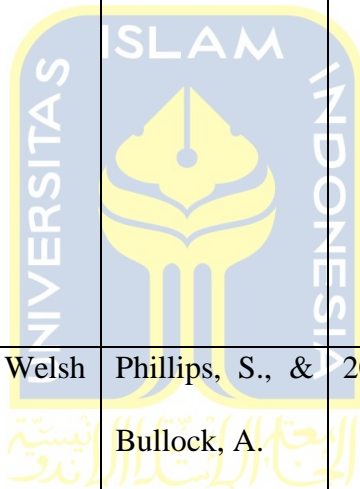
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| | | | | | of environmental qualities. |
| 9. | Optimising skills transfer via outdoor management development, part II : the client's perspective | Burke, V., & Collins, D. | 2004 | Quantitative research, data collected through distributing questionnaires | The results of this research provides some informations regarding the execution of OMD from the participants perspective. The first results indicates that generic knowledge and knowledge of specific routines for conflict handling are the most importance of conflict resolution knowledge that the participants get from the |



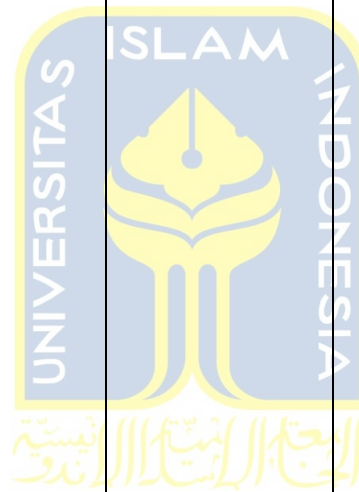


program. Practical activities were rated as primary vehicles for skills development.

The second most frequently referred to methodology was “personal skills” which were rated slightly more favorably personally than as an aspect of the course, although the overall rating for both categories was high. Another results from this research shows the information in

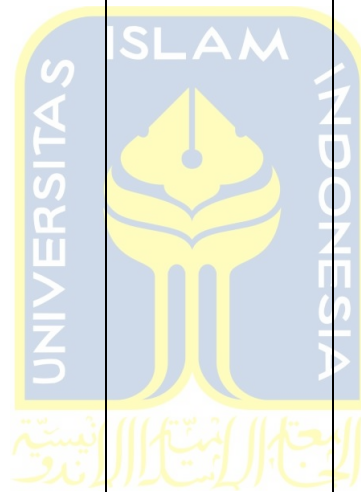


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| | | | | | which the last OMD course attended helped the transfer of learning from the outdoor context into the workplace. Personal skill is the most chosen answers as a vehicle for learning transfer. |
| 10. | Clinical leadership training: an evaluation of the Welsh Fellowship programme | Phillips, S., & Bullock, A. | 2018 | Qualitative, the data is collected through individual telephone interviews with fellows using a semi-structured interview | The results of this research show that training program provides the participants the opportunities to improve their skills in team |



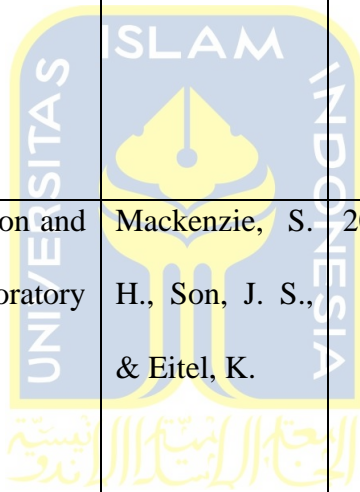
schedule; face-to-face focus groups with fellows; observation of training; and one-to-one semi-structured telephone interviews with workplace project supervisors.

working. It also gives opportunities to see things from different perspective. The key ways of how the participants learned was through observation of and connection with a variety of individuals both within and outside the host organization. Another additional information, the participants of this

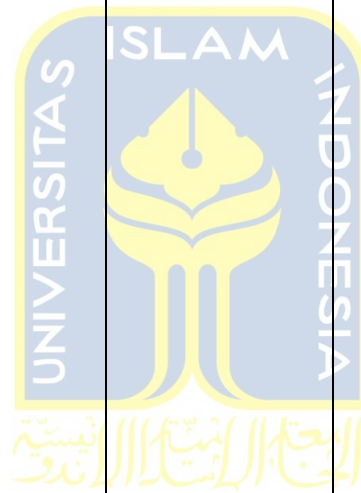


research stated that rather than being a negative experience, they have learnt valuable skills (creativity, flexibility and negotiating) when things did not run according to plan.

This research also provides the features that can make a good leadership-training program. A good leadership-training program includes a



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| | | | | | flexible approach to the projects and opportunities to be involved with activities outside the main projects, such as attending meetings and conferences. |
| 11 | Using outdoor adventure to enhance intrinsic motivation and engagement in science and physical activity: An exploratory study | Mackenzie, S. H., Son, J. S., & Eitel, K. | 2018 | Quantitative research. The data collected through questionnaires and each variables were measured by items in Likert-scale. The questionnaires | The results of this research show that the participants' daily physical activity, intrinsic motivation, and psychological engagement in science and physical activity was significantly higher during an OASC in |

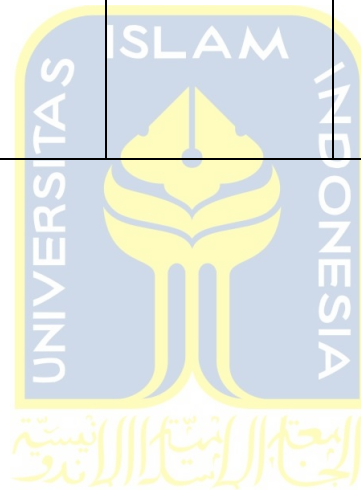


collected later
processed by using
ANOVA
application.

comparison to traditional
settings.

This study also provide
information how OASC
style programs can promote
positive outcomes in
synergistic ways since the
findings in this research
shows that minimum of
two weeks activity may be
necessary for this type of
identity development
because identity and/or

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| | | | | | attitudes cannot be meaningfully influenced in a short-duration (five-day) course. |
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2.3. LITERATURE REVIEW

2.3.1. Training And Development Program

Training and development program has been a key to determined an organization success. It is proven that, many of the organization members understood the concept of the project in their company but limited in terms of their soft skills to successfully run the project. On the other words, the competent workforce is more important to remain competitive in today's market competition. Researches focusing in the practice of Human Resource Management implies that training and development positively contributes to the performance of an organization. The importance of training and development program is proven in many empirical study that it is the same as the organizations invested on their employees in the form of the knowledge and skills transfer through training and development program. Many literature have emphasized the importance of training program which can increase employees performance and lead to a better business results.

a. The nature of training and development program

According to Noe (2009, pp. 5) training is defined as

“Planned effort by a company to facilitate employees’ learning of job-related competencies whereas it includes knowledge, skills, or behaviors that are critical for successful job performance.”

Training also meaning that it provide information and direction in a planned and structured manner to employees on how to accomplish specific tasks related to organizational needs and objectives where it should lead to permanent behavioral change and measurable improvement in job performance (Vaughn, 2010)

The term training program frequently started as a new employee begin working in the organization. However, the form of what kind of training needed and how the training is being conducted is different depends on the need of the training for the employee. For a newly-employed employee, usually the training program will be more focused on giving the knowledge about the organizational values and norms, establish working relationships, and initial skills learning in which, they need to do the task they are assigned to work on.

Training and development often associated together with the same meaning. Nevertheless, it turns out that they are different in meaning. According to Noe (2009), training defined as something which tends to be more narrowly focused and oriented toward short-term performance.

Meanwhile, development are broaden in scope and focused on broadening an individual's skills for future responsibilities.

A lot of companies have recognized the importance of training and development program for their employees, but, there are still many failure created in the practice of training and development program. Many of the companies are shown fail in meeting the nature of training and development with the business objectives, which makes the training program are sometimes misdirected, poorly designed, and inadequately evaluated. For that reason, a strategic and systematic approach for developing training program need to be involved in designing a training program that is on target. Snell & Bohlander (2012), stated that training and development program involve four process, which are:

1. Conducting the need assessment of the training

Defining the need assessment of the training is the first step in conducting the training and development program. An assessment before the training is conducted helps the organization to achieve its training goals. Specifically, it helps the organization to form the training effectiveness by reducing the gaps between the employees skills and the skills that is required by the job. There are three types of analysis being analyzed in the assessed the training program:

2. Organization analysis

In this assessment, the organization trying to analyzed the organization as a whole including its environment, strategies, and resources owned by an

organization in addition with what training it should covered. Not only taking the side of its internal environment, the organizational analysis also taken into account its external environment such as technological, political, and economical environment. The external factors later will help the organization to determine where training is needed, where and when it should be conducted.

3. Task analysis

Task analysis involves the activity of reviewing the job description and specification includes reviewing the set of skills and knowledge that the employees need to learn (Snell & Bohlander, 2012). Through this analysis, the organization are expected to have a training objectives and provide the right media for the employees to fulfill the skills required in performing such job.

4. Person analysis

Person analysis is the process of identifying the right person who will participates in the training program. Normally, the person chosen to follow the training program is the one with the widest gaps between the This process also helps the organization to identify the trainers who will delivers the knowledge to the participant.

b. Designing the training program

The next step after defining the training needs is to design the training program. According to Snell & Bohlander (2012), in designing the training program, it should focused to at least 4 (four) issues:

1. Instructional Objectives.

Instructional objectives refers to the desired knowledge and skills that the employers expect that the employees would have after participating in a training program.

2. Trainee Readiness and Motivation

It is important for the organization to know whether the participants have had the background knowledge before participating in certain training program. The purpose is to ensure that the desired knowledge and outcomes will be transferred effectively to the participants according to their capacity to learn.

3. Principles of learning

Principles of learning defined as the characteristics of the training program to ensure that the materials delivered to the participants can be absorbed effectively by the participants, so later they will be able to implement back to their jobs. Therefore, the training program can referring to the eight of learning principles:

a) Goal Setting.

The interest, understanding, and effort will be increased if the training participants understands the objectives of the training program and able to set their own goals through participating on a training program.

b) Individual differences

Different people have different preferences on learning. Some people might prefer to learn best through pictures, diagrams, and demonstration, and some people prefer to absorb information through spoken or written words.

c) Active practice and repetition

Through this learning principles, the participants not only received the theory of how a job should be conducted, but they also should be given frequent opportunities to perform their job the way they are expected to perform. The more the trainees used to perform the jobs as what they expected to, the better they will perform the jobs.

d) Whole-versus-part learning

Whole learning usually is the condition where the trainers are teaching the entire lesson plan in the training program to the participant, meanwhile part learning is where the learning process are broken down into a few discrete steps, and the training program is conducted based on the specific needs of the steps that is still need the improvement.

e) Massed-versus-distributed learning

Time management is one of the important factors in conducting an effective training program. Massed learning is the condition where the learning process is taking time less frequently but for large period of time. Meanwhile, distributed learning is the learning process using intervals over time.

f) Feedback and reinforcement

Feedback is one of the important part that the organization should provide after the training program. The reason is because feedback plays an important roles from the motivational side of the participants since feedback provide the media for the participants to evaluates their proformance, about what they doing right, and what is stil needed to be repaired. An organization can also use the reward system that can discouraged their employees to reduced the undesired behaviors and maintain the desired behaviors.

g) Meaningfulness of presentation

An effective knowledge transfer is not only depends on what media they used to deliver the materials, but it is important to consider about how the materials should be delivered. The knowledge transfer process should be conducted in a way that is easy to understood by the participants.

h) Modelling

A real-life demonstration will be much easier for the participants in understanding the materials given rather than just sitting nicely and listening to Characteristics of instructors. The ability of the instructors in delivering the materials also affect the end results whether the training program will results effectively.

c. Training Program Implementation

Various methods are provided for the organization in conducting the training program. More specifically, Snell & Bohlander (2012), divides the methods in conducting the training program into:

a) *Training for non-managerial employees*

This training is provided for the employees at all levels except the managerial levels. Newer methods by considering the technological advances, motivation, interpersonal relationship, and a new objectives in having a greater understanding of human behavior are developed. Training for non-managerial employees can be conducted through:

b) On the job training.

On the job training occurs where the employees are given hands-on experience with instructions from their supervisor or other trainer. There are approximately 80-90 percent of employees learning process occurs in the workfield. The examples of on the job training are apprenticeship training, internship, cooperative training, and governmental training.

c) Off the job training

Off the job training is a training method wherein the employees learning process occurs that comprises a place specifically allotted for the training purpose that may be near at the workplace. Off the job training can be done through:

- Simulation
- Lectures
- Case studies
- Role playing

- Management Games

d. Evaluation

An evaluation is needed after conducting the training program in order to measure its effectiveness. Snell & Bohlander (2012) stated that there are at least four basic criteria to evaluate training, which are:

- Reaction
- Learning
- Results
- Behavior

a. Training evaluation

The last stage of the whole training program is the evaluation. Training program has the objective to prepare the employees of a company the needed skills to perform jobs, and certainly, the company to conduct the training program has invested million dollars. Therefore, an evaluation is needed to assess whether or not the training program already executed well. Curado & Martins (2014) stated that the training program allows accessing, comparing, and analyzing data that can leads to new decisions on design, implementation, improvement, or even abolition of existing training programs.

The data also should be able to assess the different training impact levels, such as the program's contents, the participants' level of satisfaction, the learning objectives met, the materials used, and the performance of the trainers. According to Noe and Schmitt (cited in Abdelhakim *et al.* 2018), training

evaluation also give the company opportunity to identify the productivity and cost benefits of the training. The purpose of training evaluation are stated in Noe & Irwin (2009), which are:

1. To identify the program's strength and weaknesses.
2. To assess whether the content, organization, and administration of the program, including the accommodations, schedule, trainers, materials, and so on.
3. To determine the financial benefits of the training program.
4. To compare the costs and benefits of training and nontraining investments.
5. To compare the cost and benefits of different training program to choose the best program.

Noe & Irwin (2009) also stated that training evaluation can involve formative and summative evaluation. Formative evaluation refers to the extent of evaluating a training program during program design and development. The information generates from conducting the formative evaluation are the information about how to make the program better, including the information after collecting qualitative data such as opinions, beliefs, and feelings about the program. Formative evaluation can be conducted either individually or in group. The reasons of conducting formative evaluation not only to ensure that the training program is well organized and runs smoothly, but also to discover the trainees satisfaction about the program.

Summative evaluation refers to the evaluation that is conducted to determine the extent of trainees' changing behavior as the results after participating in the training program. Summative evaluation can also measure the monetary benefits or the financial return that the company receives after the training program. In summative evaluation, the researchers are collecting quantitative or numerical data that is generated through tests, ratings of behavior, or objective measures of performance such as volume of sales, accidents, or patents.

Noe & Irwin (2009) stated that the evaluation process begin with determining the training needs. Through assessing the training needs, the company can collect the data about what knowledge, skills, behavior, or other learned capabilities are needed. Assessing the needs assessment of the training evaluation also help the focus of the evaluation by identifying the purpose of the program since it provides the information about where the training is expected to have an impact. The next step of evaluating a training program is to identify the measurable training objective to guide the program specifically. It is also important to identify the expectations of the individuals involved in the training program, such as trainees, managers, and trainers. The more specific and measureable the objectives, the easier will it be to identify relevant outcomes for the evaluation.

2.3.2. Outdoor Management Development

The dynamic environment with many challenges ahead caused by rapidly changing technology, economics movement, and the change of the number of workforces have apparently forced the organizations to upgraded the way they trained their employees to develop their employee's skills to remain competitive. As time goes by, the companies are trying to find the suitable training and nowadays, the outdoor training program became one of the training methods that the company is cheering on.

Outdoor management development is one of many training methods that have been implemented for years. Many researches have discussed about this type of training – the training that is held outdoor. Wagner and Campbell (cited in Broderick & Pearce (2001) use the term “Outdoor Based Experiential Training”. 1994); Mazany et al. (cited in Broderick & Pearce (2001)) in their research use the term “Outdoor Training”. Meanwhile, Laabs et al. (cite in Broderick & Pearce (2001)) use “Outdoor Experiential Training” to explain about the program. On the other side, Holden et al. (cited in Broderick & Pearce) choose “Outdoor Management Development” as the term to explain the outdoor training program.

The term might be different but the purpose is all the same. Commonly, improving leadership skills, team-building, improving problem-solving skills, increasing trust, and improving interpersonal communication are the objectives of OMD. According to Williams, Graham, & Baker, (2003) leadership skills in

OMD can be improved by challenges that requires decisiveness and risk. Problem solving skills can be improved through variety and novelty of the challenges presented to the trainees. The challenges that compel team members to rely on each other can be conducted to improve team building. Trust can be increased by the activities that expose the barriers to trust and encourage the trainees to overcome the problem. Meanwhile, interpersonal communication can be enhanced by activities that demonstrate complexity and value of effective listening.

. It is well known that the outdoor management development is increasing its popularity among educational institutions and organizations. Many researches have proven that outdoor management development reflects the impacts that cannot be seen from any other training methods. It means that outdoor management development can be very powerful tools for organizations to achieve their goals.

The idea of implementing an outdoor management training was first developed by Kurt Hahn (cited in, inspired by Lawrence Holt, head of a commercial shipping line who faced a crisis with the endurance rate of sailors in 1941 because of the lack of capability from the sailors to trust on their capability. Therefore, Hahn developed an adventure-based management training adapting the sailor's daily activity at their work. This activity included the outdoor activity based on exciting and sometimes a little bit risky activity accompanied by someone we called as the trainers that requires the involvement of the participants.

Moreover, Bank (cited in Burke & David, 2004) further stated that someone sometimes learned and be able to set their own goals, ambitions, and expectations unless they, themselves, who assess their experience, and Outdoor Management Development is one of the media to help them defining all of those because Outdoor Management Development is a learning process where it begun with experience, followed by direction, discussion, analysis, and evaluates the experience. Meaning that, during the OMD program, the participants is not only given such materials from the facilitators, but they also get involved in experiencing such an experience, and reflects the learning point they got after doing the activities.

In addition, OMD often become the media where the participants uncover their talents, they were either unaware of, or else used infrequently. At the end of the program, it is expected that the learning point that these values will be more easily understood and be more acceptable by the participants.

To be more specific, according to Mazany, Francis, and Sumich (1995), there are some specific goals of the outdoors management program that are:

1. To build trust among individuals and groups in an organization.
2. To create an open, problem-solving climate where problems are confronted and differences are clarified, both within groups and between groups.

3. Locate decision-making and problem-solving responsibilities as close to the relevant information resources as possible, rather than at a particular level of the hierarchy
4. To increase the sense of ownership of organizational goals and objectives in an organization.
5. To increase awareness of group process and its consequences for performance, for example to help people to be more aware of what is happening among group members while the group is working on a task.

Further questions arise, asking about how the learning process occurs in OMD. According to Kiely & McFadzean (cited in Williams, Graham, & Baker, 2003), outdoor experiential learning- in this term is the same as outdoor management development, consist of activities that often unrelated with the participants responsibilities in their daily activities. However, those activities may lead to increase the participants' creativity. Therefore, OMD commonly combine three training techniques, which are excursions, pattern breakers, and shake-up exercise.

Excursions method is where the training take the participants into unfamiliar realms of thought and permit the incubation process of creative problem solving to occur as they trying to solve the problem they are currently wrangling with. Pattern breakers spurs the participants to think beyond their cognitive ruts and gain a different fresh perspective on solving the problems. Last but not least, shake-up exercise let the participants out of their comfort zones and make them more receptive to the unusual ideas.

Traditional management program commonly used lectures, business cases, and short exercise as the media for them to learn. However, as the business environment change, organization has been demanding more of the investments on training to result on the concepts applied to enhance the business performance.

OMD is categorized as experiential learning in which the participants get the knowledge through learning by doing. Kolb (cited in Williams, Graham, & Baker (2003)) explained that experiential learning process includes four states:

1. The trainee has a concrete experience;
2. The experience is observed and reflected;
3. The experience is abstract, conceptualized, and generalized;
4. The generalization is tested in new situations that lead to a new concrete experience.

Moreover, in order to practicing the concept of learning by doing, OMD often executed the learning process by using metaphor. Metaphor refers to analyzing participants' behavior by comparing it to something that behaves similarly in the areas of concern, but is in fact quite different. It resulted in non-routine insights in which suited to the holistic and future-oriented thinking of strategic planning. Metaphor also provides useful insights into the area of personal development within a team. The metaphor of real work situation can make the participants learn about how to act as if they are in a normal work circumstances, such as to be competitive yet still cooperative,

learn about ethics, safety, and so on. Broderick & Pearce (2001) have the same opinion as he stated that the learning process in OMD by using metaphor eliminates many role conflicts in day-to-day work environments and emphasizes interpersonal skills, which are considered important at work.

Other than experiential learning, Williams, Graham, & Baker (2003) stated that adult learning theory or andragogy also one of the unique advantage of OMD. Nadkarni (cited in Muduli, 2018) stated that andragogical methods are more learner-centered or self-directed. Wagner and Campbell (cited in Broderick & Pearce (2001)) also explained that the outdoor training needs the involvement of the participants. Knowles (cited in Jain, 2016), defined the andragogy learning style as the science of adults learning as the basic needs for human. Knowles (cited in Jain, 2016) also stated that the andragogy learning style is suits for adults learning process because the adults are most interested in teach subjects that have immediate relevance and impact to their job or personal life and preferred to have a learning process that is problem centered rather than content oriented.

Furthermore, according to Knowles (cited in Noora, 2012) the learning style (whether it is pedagogy or androgogy) of every individual consists of six core principles, which are:

1. The learner's need to know
2. Self-concept of the learner
3. Prior experience of the learner

4. Readiness to learn
5. Orientation to learning
6. Motivation to learn.

McEvoy & Paul, (1997), also stated that there are at least 10 reasons why OMD will results in superior learning outcomes. These ten features are:

(1) Emotional intensity. Meaning that the risk and the challenges in the activities during OMD supports the participants to have the ability to overcoming their stress.

(2) Psychological safety. In OMD, the participants can encounter the wide range of fear, such as the fear of looking incompetent or not being accepted.

(3) Consequentiality. OMD provides direct feedback because the participants need to adapt the learning by doing methods which will lead to behavioral changes.

(4) Enhanced self-confidence. In OMD the participants have the chances to expand their perspectives and provide examples of alternative solutions.

(5) Use of metaphors. OMD uses debrief/ breaking the frame in which they reflect themselves with the experiences they had.

(6) Unpredictability. OMD involve many activities with uncertainty and unpredictability conditions. As the results of this uncertainty, this might develop a higher creativity skill of the participant to solve the problem.

(7) Experiencing peak performance. This is a condition where emotional intensity dominate the participants. The participants might feel the most stress while dealing with varieties of conditions.

(8) Multiple knowledge/skill types. Varieties of activities can spur the participants to gain multiple knowledge at a time.

(9) Developing the whole person. While traditional method of training mostly only focuses on the mental sides, OMD focuses on all of the aspects, which are physical, mental, emotional, and spiritual.

(10) Focus on transfer. OMD uses learning by doing method. Therefore, OMD requires its participants to be able to be effective in transferring knowledge.

2.3.3. Outbound Management Training in IP UII

Outbound Management Training (later abbreviated by OMT) is the series of character building program activities for students in 5 major of International Program in Faculty of Economics Universitas Islam Indonesia. These program are the answer of how IP UII response to a challenge in the era of globalization which causes a shift/change in the paradigm of the economy and business, which requires organization to changes the leadership paradigm (HR), management, and organization in order to growth and sustainable. The alumnae of IP UII are expected to graduates from UII with particular characteristics of leadership, which is “berilmu amaliyah, beramal ilmiah”, and IP global leadership characteristic that is an “*Innovative Global Leader*”.

Cited in Annual Report of Outbound Management Training (2017), OMT are divided into three different programs, which are OMT 1, OMT 2, and OMT 3. The differences are, OMT 1 is mandatory for all of the IP students in 5 major. Meanwhile, all of the students in the International program of Faculty of Economic UII are mandatory to participate in OMT 1 until OMT 3. These are the series of outdoor leadership training, which are the visualization of the UII values in daily life. The training was conducted in an open nature by adapting the concepts of educating (equip students with superior knowledge competencies) and schooling concept (building the attitudes standards of a students with a noble character)

The training also use an interesting, fun, and challenging methods in purpose to form the character of UII students with the moral and Islamic value that become the main goals of UII. The reasons why outdoors activities and the jungle were chosen as the media and places to held a leadership training is because the committee beliefs that the learning methods that has been used daily such as lecture and class participation were needed to support the goals of UII in forming the character of UII students and staffs.

a. The purpose of Outbound Management Training

The training were held by applying Islamic values in purpose to forming a noble and Islamic character, with the values such as:

1) Practicing *Aqidah Islamiyah*

- 2) The establishment and development of moral character according to Islamic teachings.
- 3) The activities were conducted in open nature.
- 4) The learning process with the interesting, fun, and challenging methods.
- 5) The use of a system of increasing levels and skill marks (data from IP UII).

To be more specific, by participating in this program, the students are expected to be able to:

- 1) Build a new knowledge about global leadership paradigm, management, and organization/company as a form to internal adjustment and be proactive to the economical / business change as the external factor.
- 2) Build and develop three basic effective leadership skills, which are strategic thinking, tactical skill, and interpersonal skill.
- 3) Build and develop the values, culture, behavior, and positive attitude as an effective leader in the global era in the future.

b. Learning Methods of OMT

Based on the Data from IP UII, the learning methods used in outbound management training are described as follows:

1. Andragogy

Andragogy method is a method in which the process of learning interactions in a training program focuses on the participants itself or also known as

student-centered learning and not teacher-centered learning. According to Muduli, Kaura, & Quazi (2018, p.5),

“Andragogy is defined as a learner-centered teaching philosophy assuming students are independent and sovereign learners who take the initiative in, control of, and responsibility for achieving their learning goals, and the teacher plays the role of a facilitator, emphasizing the problems rather than the content.”

In this case, since OMT adapt the model of andragogy learning style, the process of transfer knowledge is learners-centered, and the learners should be proactive during the knowledge transfer. This is stated in the Standard Operational Procedure of Outbound Management Training,

“During the training, the learning process will be participants-centered, meaning that the facilitator would just become the person who facilitate the process of knowledge transfer and has the equal position as the participants.” (Annual Report of Outbound Management Training, 2017).

Since the learning transfer is participant OMT, there are no terms coach, committees, or instructor exist. The only terms exist is facilitator and participants. The facilitators are in charge only to facilitate the learning process of the participants. The facilitators are task are only limited in accompanying the participants during their learning process, not giving the instructions about what to do.

Through this learning method, the participants were expected to deepen the entire learning process as an adult independent learner. By applying this method, the participants were expected to be an adult independent learner who can interpret the whole learning process and take the learning point

independently. The purpose is to make the learning process can imprint on the participants' heart and mind.

2. Learning by doing

Learning by doing is a learning method by inviting the trained parties to do something where the learning process will occur simultaneously at that moment. The method is essentially about getting involved in an activity and, through the process of doing the activity, learning about how that activity works, how do the participants feel about the activity, and what has the activity impacted you to enable to do something.

In OMT, the participants are involved during the whole process of preparation and program execution in limited time and limited information. As the time for the program execution goes by, the participants will face the challenge and problems where they can learn to solve the problems simultaneously and continuously. Through that process, the participants will learn about how to solve their problem in their real life independently (Annual Report of Outbound Management Training, 2017).

3. Experiential learning

Experiential learning method involves the participant to precede the experiences gained from the activity accompanied by the facilitator. By using bloom taxonomy, the participant will be accompanied to pass some of the hierarchy of learning based on their experience until they finally learn about the learning point and be able to implement them in the real life experience.

In OMT, Bloom Taxonomy is chosen as the media to implement experiential learning. The participants will be accompanied to pass some of the learning levels according to their experience. The facilitator will try to absorb into the participants' mind and experience in order to dig deep thoughts for the learning process. The facilitator can also bring the new social issue, religion values, or also personal things to study the learning results and its implementation of the participants. Through this method it is expected that the participants will obtain the learning point easier because they think, feel, and reflects the learning points that have been obtained.

4. Adventure education

In adventure education method, the participants learn through the adventure centered experiences. The learning experiences through adventure education are often structured, for a potential increase in human performance and capacity. This learning method also requires the participant to be highly committed to involvement during the program.

OMT program is an adventure program for about 4 days in the open nature. The participants will travel in patrols/team for 4 days accompanied by the facilitators and field assistant. The activities include routine trips for survival, and celebration at the end of each trip at each camping post. Along the journey participants will encounter a variety of different terrain conditions and activities that are full of challenges and risks as a metaphor of real life phenomena.

5. Scouting

Scouting is the human development method through outdoor group activities by using an interesting method such as adventure with the fun, challenging, and climax atmosphere. The purpose of using group activities is so that there will be no participant who will stand out more than others. Through the training, the participants are taught independence, leadership, the ambition to learn by themselves, and a moral code with positive goals.

2.3.3.1. OUTBOUND MANAGEMENT TRAINING 1

Outbound management training 1 (OMT 1) was the first program that is being implemented in the series of character-building program. OMT 1 is the training program that use a mix of some training methods, which are experiential learning, andragogy, outdoor training, and the training by using adventure models with the training environment that is fun, challenging and using continuous improvement. As for the purpose of this program was inspires by the aim of the faculty of economics to be able to generates an alumnae with the noble character, such as:

1) Mature

Meaning that the alumnae is a person that is be able to differentiate the right and wrong, and also be able to prioritize which one is needed and which one is not.

2) Professional

Meaning that the alumna is a person who is responsible, competent, discipline, and integrity towards their job.

3) Wisdom

Meaning that the alumna is a person who is empathetic to others and have a high solidarity.

4) Humble

Meaning that the alumna is a person is characterized as a humble person, corresponding to the Islamic values only for Allah SWT.

To support the program to be able to reach its objectives, OMT 1 then designed to cover the materials about:

- 1) Transformational leadership with the characteristics, such as:
 - a. Visionary or having the insight about the future.
 - b. Creative thinking and positive thinking.
 - c. Having a good interpersonal relationship.
 - d. Be able to motivate themselves and others.
 - e. Be able to lead themselves and others.
 - f. Can identify the benefits of something.
 - g. Be able to work as an intra team and inter team as a harmony.
 - h. Risk-taker and face the challenges.
- 2) A leader in total quality management, with the characteristics such as:
 - a. Respect others and a controlled freedom
 - b. Obsessed with quality,
 - c. Customer oriented.


- d. Long-term commitment.
 - e. Understand about the structure of the job.
 - f. Be able to identify a problem and to fix the problem.
- 3) A leader in learning organization, with the characteristics such as:
- a. Solving the problem systematically.
 - b. Being experiment by systematically searching and testing the new knowledge.
 - c. Learning from the experience and others.
 - d. Capable in technology and knowledge.
- 4) Effective leader, with the characteristics such as:
- a. Proactive.
 - b. Focus on final goals.
 - c. Prioritize the primary things.
 - d. Win-win solution.
 - e. Understanding other instead of being understood by others.
 - f. Realization the synergy.

The data from IP UII below shows the program design along with the objectives of each activity conducted in OMT 1.

Table 2. Lists of Activities in OMT 1
 Source: Annual Report of Outbound Management Training, 2017

| No | Activities | Objectives for team development | Objectives for self development |
|----|------------|---------------------------------|---------------------------------|
|----|------------|---------------------------------|---------------------------------|

| | | | |
|---|---|---|--|
| 1 | STRETCHING JOGGING COOLING DOWN | <ul style="list-style-type: none"> • Self-motivation • Preparation and for their health. | <ul style="list-style-type: none"> • Motivation • Self-organize. |
| 2 | ALL STAND UP <ul style="list-style-type: none"> • Customer service • Openness • Trust | <ul style="list-style-type: none"> • Ice Breaking • Communication • Commitment • Develop a successful teamwork • Responsibility and delegation. | <ul style="list-style-type: none"> • Motivation • Self-organize • Communication • Interpersonal relationship • The desire to change |
| 3 | TRUST FALL <ul style="list-style-type: none"> • Customer service • Commitment • Trust | <ul style="list-style-type: none"> • Ice Breaking • Communication • Commitment • Develop a successful teamwork • Responsibility and delegation. | <ul style="list-style-type: none"> • Motivation • Self-organize • Communication • Interpersonal relationship |
| 4 | BALL TOSSING <ul style="list-style-type: none"> • Customer service • Openness • Quality | <ul style="list-style-type: none"> • Benchmarking • Communication • Commitment • Develop a successful teamwork • Build the system • Responsibility and delegation • Innovation • Evaluation | <ul style="list-style-type: none"> • Motivation • Self-organize • Communication • Interpersonal relationship • Strategy |
| 5 | BLIND CONFIGURATION <ul style="list-style-type: none"> • Visionaire • Openness | <ul style="list-style-type: none"> • Openness • Integrity and dedication | <ul style="list-style-type: none"> • Continuous learning • Work standard • Communication |

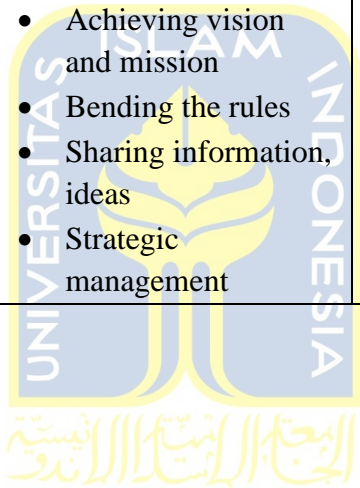
| | | | |
|---|---|---|---|
| | <ul style="list-style-type: none"> • Commitment • Quality | <ul style="list-style-type: none"> • Capability • Quality • Teamwork • Sharing leadership and followership | <ul style="list-style-type: none"> • Building a positive work • Increasing the commitment • Develop a successful teamwork • Task management • Work alliance to be successful • Leading according to vision and values • Leadership from all of the people. |
| 6 | <p>GOURDIANT KNOT</p> <ul style="list-style-type: none"> • Openness • Integrity and dedication • Customer service • Teamwork |  <ul style="list-style-type: none"> • Problem Solving • <i>Helicopter View</i> • Communication • Commitment • Develop a successful teamwork • Customer service • Task management • Responsibility and delegation • Work standard to be successful • Work management • Continuous learning • Achieving vision and mission • Leadership from all of the people | <ul style="list-style-type: none"> • Motivation • Self organizing • Communication • Interpersonal relationship • Strategy • Creativity |
| 7 | <p>TITANIC</p> <ul style="list-style-type: none"> • Customer service • Openness • Commitment • Teamwork | <ul style="list-style-type: none"> • Risk Taker • Problem Solving • Patriotism • Empathy and sympathy • Communication • Commitment | <ul style="list-style-type: none"> • Motivation • Self organizing • Communication • Interpersonal relationship • Strategy • Creativity |

| | | | |
|---|---|--|--|
| | | <ul style="list-style-type: none"> • Develop a successful teamwork • Responsibility and delegation • Innovation • Customer oriented • Work management | |
| 8 | <p>ONE LEG JUMP</p> <ul style="list-style-type: none"> • Openness • Integrity and dedication • Quality • Teamwork • Openness • Integrity and dedication • Quality • Teamwork • Capability • Commitment | <ul style="list-style-type: none"> • Openness • Customer service • Commitment • Capability • Teamwork • Target achievement | <ul style="list-style-type: none"> • Motivation • Self-organize • Communication • Interpersonal relationship • Target achievement |
| 9 | <p>BIRTHDAY LINE</p> <ul style="list-style-type: none"> • Customer service • Openness • Quality • Integrity and dedication | <ul style="list-style-type: none"> • Openness • Customer service • Commitment • Capability • Teamwork • Building a successful teamwok • Leadership from everybody • Responsibility and delegation • Innovation • Bending the rule • Customer oriented • Work management • Harmonizing work to be successful | <ul style="list-style-type: none"> • Motivation • Self-organize • Communication • Interpersonal relationship • Target achievement |

| | | | |
|------------------|--|--|---|
| <p>10</p> | <p>BLIND TRAIN</p> <ul style="list-style-type: none"> • Openness • Integrity and dedication • Quality • Teamwork • Openness • Integrity and dedication • Quality • Teamwork • Capability • Commitment | <ul style="list-style-type: none"> • Openness • Customer service • Commitment • Capability • Teamwork • Building a successful teamwok • Leadership from everybody • Responsibility and delegation • Innovation • Bending the rule • Customer oriented • Work management • Harmonizing work to be successful | <ul style="list-style-type: none"> • Motivation • Self-organize • Communication • Interpersonal relationship • Target achievement • Strategy • Creativity • Visionaries |
| <p>11</p> | <p>RODA TENG</p> <ul style="list-style-type: none"> • Openness • Integrity and dedication • Quality • Teamwork • Openness • Integrity and dedication • Quality • Teamwork • Capability • Commitment | <ul style="list-style-type: none"> • Openness • Customer service • Commitment • Capability • Teamwork • Building a successful teamwok • Leadership from everybody • Responsibility and delegation • Innovation • Customer oriented • Work management • Harmonizing work to be successful | <ul style="list-style-type: none"> • Motivation • Self-organize • Communication • Interpersonal relationship • Target achievement • Strategy • Creativity • Visionaries |
| <p>12</p> | <p>PERSONAL CHALLENGES</p> | <ul style="list-style-type: none"> • Increasing the team challenge through | <ul style="list-style-type: none"> • Motivation |

| | | | |
|-----------|--|--|---|
| | <ul style="list-style-type: none"> • Yes I Can | the leader | <ul style="list-style-type: none"> • Self-organize • Communication • Interpersonal relationship • Target achievement • Strategy • Creativity • Visionaries |
| 13 | <p>NET</p> <ul style="list-style-type: none"> • Openness • Integrity and dedication • Quality • Teamwork • Openness • Integrity and dedication • Quality • Teamwork • Capability • Commitment | <ul style="list-style-type: none"> • Openness • Customer service • Commitment • Capability • Teamwork • Building a successful teamwok • Leadership from everybody • Responsibility and delegation • Innovation • Bending the rule • Customer oriented • Work management • Harmonizing work to be successful • Continuous learning • Leadership from everybody • Achieving vision and mission | <ul style="list-style-type: none"> • Motivation • Self-organize • Communication • Interpersonal relationship • Target achievement • Strategy • Creativity |
| 14 | <p>JOURNEY TO VISION & MISION</p> <ul style="list-style-type: none"> • Opennes • Customer Service • Commitment • Capability | <ul style="list-style-type: none"> • Openness • Customer service • Commitment • Capability • Teamwork • Building a successful teamwok | <ul style="list-style-type: none"> • Motivation • Self-organize • Communication • Interpersonal relationship • Target achievement • Strategy |

| | | | |
|--|--|--|---|
| | <ul style="list-style-type: none"> • Teamwork | <ul style="list-style-type: none"> • Leadership from everybody • Responsibility and delegation • Innovation • Bending the rule • Customer oriented • Work management • Harmonizing work to be successful • Continuous learning • Leadership from everybody • Achieving vision and mission • Bending the rules • Sharing information, ideas • Strategic management | <ul style="list-style-type: none"> • Creativity • |
|--|--|--|---|



4.2.1 The safety policy of Outbound Management Training Program

Outbound management training program (OMT) is a training program that executed outdoor. Since it depends on the nature, there must be a condition that happens unexpectedly, and higher risk compare to a training program that held indoor. However, the Character Building Program as the committee of OMT have set the standard of the location that can be used to held the training program by using the environment condition, security, and the safety of the participants. The criteria are:

1. The soil contour relatively flat.
2. Near by the springs that have enough water discharge for 500/person per day.
3. Near by a big road so it is accessible.
4. Near by the health facilities such as health center and the hospital in case if emergency situation happens.

2.3.3.2. OUTBOUND MANAGEMENT TRAINING 2

Outbound management training 2 is another activity that is included in the series of character building program from IP UII. OMT 2 were held for 3 days and 2 nights and the participants were challenged to do their assignment based on their job desks. The purpose of OMT 2 itself is to prepare the alumni of IP UII to be able to adapt quickly in the real work environment and to actively contributed to the development of Indonesia (data from IP UII). Basically, OMT 2 is the simulation of how the management process runs in an organization. The participants were obligated to make a work distribution into some divisions. The table below described the design of work distribution of the participants.

Table 3. Organizations Structure in OMT 2

Source: Annual Report of Outbound Management Training, 2017

| | Organization Structure | Roles and Functions |
|------------------|-------------------------------|---|
| CORPORATE | CEO | <ol style="list-style-type: none"> 1. Responsible for all of the corporate activities. 2. Coordinating all of the person responsible for every activities |

| | | |
|--|--------------------|---|
| | | <p>in each corporate structure.</p> <ol style="list-style-type: none"> 3. Maintaining the harmony between all corporate elements. 4. Responsible as integrator. |
| | ADMINISTRATION | <ol style="list-style-type: none"> 1. Creating a minutes of a meeting. 2. Setting the financial circulation. 3. Creating a report about the program execution. 4. Creating a financial report |
| | LOGISTIC | <ol style="list-style-type: none"> 1. Responsible for the needs of logistics. 2. Responsible for the availability of groceries and also foods for the members. 3. Responsible for all of the facilities regarding to the procurement of logistics and the food availability for the members. |
| | PUBLIC RELATION | <p>Consist of the spirituality and health division who have the responsibilities to:</p> <ol style="list-style-type: none"> 1. Religious activity for all members of coorporate. 2. Medical action in corporate environment. |
| | CORPORATE SERVICES | <p>Consist of cleaning service, and also security and order that responsible to:</p> <ol style="list-style-type: none"> 1. Cleanliness of the surrounding environment, sorting and processing of waste, and cleanliness of the utilities used in every activity. 2. Maintaining the security and order. |

After the task distributed, the participants will later received several information in order to perform their tasks, such as:

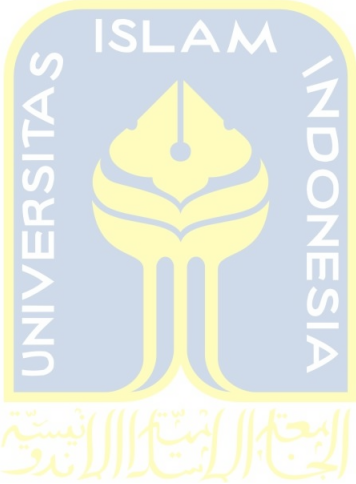
1. Spatial management. The participants would be given several information about the place where the activity is held, for example the residence in which they responsible to manage the tents they will use to sleep, public kitchen and dining room in which they responsible to manage the cooking activity and the place to eat, worship place in which they responsible to preparing the place to perform salat, and training field which can be used for training activity.
2. Work management. The participants would be given some of the information about organization structure and the task distribution to each member. The participants will decide the task distribution.
3. Time management. The participants would receive the information about the schedule of the activities. The committees would also share the tips about how to manage the time effectively during the program so that they would have a target to accomplish the activity.
4. Process management. The participants would receive the information about the decision-making process and how to manage a good interaction between each division.

Furthermore, the purpose of OMT 2 are executed in purpose to creating the alumnae of IP UII to be an innovative global leader based on 4 pillars below.

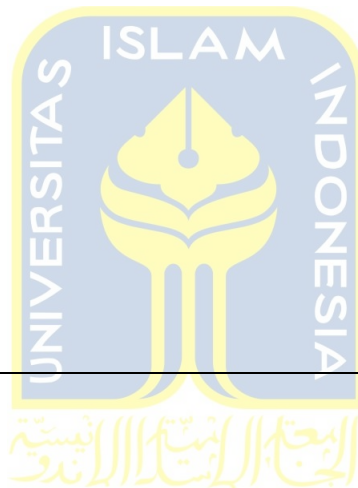
Table 4. Four Pillars of UII' Objectives

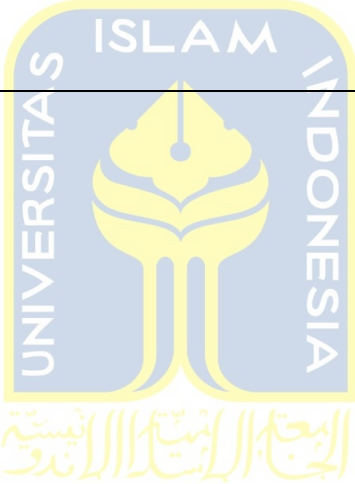
Source: Annual Report of Outbound Management Training, 2017

| No. | Pillars | Example of behavior |
|-----|------------|------------------------------|
| 1. | Leadership | Uphold the value of justice, |

| | | |
|-----------|--|---|
| |  | <p>open-minded, and have a high empathy so that they are able to be objectives by seeing problems from all sides.</p> |
| | | <p>Humble and openness to the critics and suggestions</p> |
| | | <p>Transformational, not transactional</p> |
| | | <p>Able to manage interpersonal relationship and able to motivate others</p> |
| | | <p>Extensive knowledge, obsessed to quality, and continuously learning</p> |
| | | <p>Sensitive to the environment and love the responsible freedom</p> |
| | | <p>Judge everything by its nature, not based on how it is delivered</p> |
| <p>2.</p> | <p>Patriotism</p> | <p>The existence of meaningful bonds between the group of individuals and foster a sense of mutual care as a patrol</p> |
| | | <p>The existence of proactive spirit in order to increase the dignity of a patrol and a team.</p> |
| | | <p>Prioritize the team interest</p> |

| | | |
|----|------------------|---|
| | | rather than individual interest |
| | | The ability of adapting with the environment as a team member, cooperation, and win-win negotiation. |
| 3. | Environmentalism | The passion in utilizing the nature as God' creation but also find a way to maintain them |
| | | Being grateful to God for giving His blessings to live and opportunity to maintain the nature |
| | | A sense of nurturing, balancing, and using the nature as a medium for learning in life |
| 4. | Professionalism | Having the spirit of working / struggling on the basis of competencies. |
| | | The spirit of becoming someone who expertise in certain fields, loyal, and responsible because the pride of the competencies that they have |
| | | Have integrity, self-discipline, ethics, and passion for continuous learning and do continuous |



| | | |
|----|------------------|--|
| | | improvement |
| | | Loved to doing experiment and knowledge-testing |
| | | Focus to final objectives but still appreciates the important of process, obsessed to work effectively and efficiently |
| | | Self management and focus to work |
| | | Have the ability in Total Quality Management |
| 5. | Entrepreneurship |  |
| | | Do everything in measured manner, understand every risk faced and have courage to take the risk |
| | | Have the self-confidence, good communication ability, and prioritize service to the customer |
| | | Creative in solving the problems and challenges, open-minded, and oriented to the innovative development |
| | | Sensitive to the environment, being able to analyze the situation so they will be able to adapt in any kind of situation |
| | | Visionaries |

| | | |
|--|--|--|
| | | High fighting spirit and never give up |
|--|--|--|

OMT 2 uses the outdoor learning media based on the andragogy and experiential learning methods. At the end of every activity, the participant would get three rewards from IP with different meaning for each reward. The awards are IP Mature, IP Professional, and IP Compassionate. IP Mature is the value that emerges after the participants complete the activities that testify their maturity both in individual or group activities. The activity starts from when the participants gathered with each other to discuss about the preparation before the program conducted. After that, the program continues when the participants decide what logistics they will use and put aside 5 ingredients to be left to the facilitator.

IP Professional meaning the value of professionalism that appears when the participants do the role-play activity. The professionalism value comes after the participants improve the quality of work they did in the field. The last award is IP Compassionate. Compassionate stands for to serve or the service attitude that the participant given to the training and all of the aspect involve in the training. The awards were given to the participants after the participants finished the group discussion about organization, management, leadership, and followership. At the end of the discussion, the group should present the results of their discussion in front of the facilitator and another participant.

2.3.3.3. OUTBOUND MANAGEMENT TRAINING 3

Outbound management training 3 is the last stages in the series of outbound management training in IP UII. The activities in OMT 3 is a metaphor for the preparation of IP UII graduates to be a future leader in the global era with higher possibilities of irregular uncertainty full of risk and challenges. With the total five days spent outdoor activities, OMT 3 is known having a higher risk, difficulties, and challenges compare to OMT 1 & OMT 2. OMT 3 also expected to have more complexities in its result as it is designed as if it is training for executives in an organization. The participants, in this case is the students of IPFE UII in the 6th semester are expected to implement the theories such as decision-making, leadership, strategy implementation, total quality management, and risk management that they have learned in the class.

OMT 3 is a training program that use adventure education, andragogy, learning by doing, scouting, and social engineering as the methods of the learning process. To be more detailed, according to the data from Character Building Program of International Program UII, the purposes of OMT 3 are:

1. Develop the social sensitivity, a sense of humanity, and new knowledge about transformational leader which also a spiritual leader that have a strong motivation to give benefits to the organization, society, and the nation.
2. Develop a strong and transparent person that is able to adapt in any environment.

3. Develop a person who have are good in effective and efficient communication and managerial skills (includes the perception, decision-making, risk-taking, conflict management, and negotiation).
4. Develop a person who is mature and confident enough so that they are able to be a leader with charisma and good initiative to create, deliver, and implement many creative ideas.
5. Develop a person with the effective leader characteristics that put forwards the norm, value, attitude, behavior, and positive culture in the future.

Each day during the activities, the students have various responsibilities. The responsibilities include managing the expedition, logistics and utilities management, until the responsibilities to do community services to the local community. In managing the expedition, the participants expected to learn about total quality management and have a good teamwork so that the expedition can be executed in accordance to the time matrix and cost budget.

The participants are divided into some teams that will manage everything they need for the expedition such as utilities, groceries, logistics includes the first aid, packing, hiking, camping, cooking, and praying. In the community service activities, the participants will have lots of interaction with the locals, having a nice attitude with them, and give assistance to the locals by gave useful second-hand stuffs such as books, clothes, and so on. Learning objectives in OMT 3 are described in the table below in detailed with its behavior indicator to the students.

Table 5. Learning Objectives in OMT 3
 Source: Annual Report of Outbound Management Training, 2017

| No. | Learning Objectives | Indicator of Behavior |
|-----|-----------------------|--|
| 1. | Personnel Development | <ul style="list-style-type: none"> • Confidence and mutual trust • Personnel commitment to team, UII, and Islam. • High integrity • Self-transparency to team, UII, and Islam. • Moral and scientific responsibility. • Togetherness in team, IP, UII, nations, and Islam. |
| 2. | Team-development | <ul style="list-style-type: none"> • Transformational leaders that is confident, visionaries, agent of change, sensitive of the environment. • Patriotism • A good followership practice • High adaptability skills • Commitment |
| 3. | Community service | <ul style="list-style-type: none"> • The willingness to teach new knowledge to the society. • Growing the society awareness after discussing |

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|--|--|---|
| | | it with the village leaders and meeting the people during the trip. |
|--|--|---|



CHAPTER III

RESEARCH METHODS

3.1. RESEARCH METHOD

3.1.1. TYPE OF STUDY

This research is a qualitative research. Qualitative research begins with assumptions, a worldview, the possible use of a theoretical lens, and the study of research problems inquiring into the meaning individuals or groups ascribe to a social or human problem (Creswell, 2014),

This research' purpose is to produce a more focus, detailed, and complete data by exploring the interviewee' understanding about a problem. Moreover, according to Taylor, Bogdan, & DeVault (2015), qualitative research is a research that produces descriptive data, whether it is people's own written or spoken words and observable behavior. In this research, the researcher expect to have a detailed and complex understanding about the answer of the problems which can be obtained through a qualitative research.

Qualitative research also give the researchers opportunities to develop concepts, insights, and understandings from the data rather than collecting data to prescribing the questions that need to be answered (Creswell, 2014). In consideration of using qualitative methods, this research started by collecting the preliminary data with some of the IP FE UII Students to have the informations regarding to their participation in the leadership programs provided by the academics of International Program in Economic Faculty.

Review of literature is added to the research just to make sure whether the data founded in the preliminary interview fits the theory.

Furthermore, this research use case study as the research methodology. The purpose is because the researcher want to have a clear picture of a problem in the real-life situation from many angles and perspectives using multiple data collection. Case study method obtained the information from a specific object, event, organization, or business, in a detailed and depth ways. According to Creswell (2014), case study research provide the investigator to explores a bounded system or multiple bounded systems over time through detailed, in-depth data collection that involves multiple sources of informations such as observations, interviews, audiovisual materials, and so on.

3.1.2. RESEARCH SAMPLES

According to Djamal (2015) research samples in qualitative research do not refers to the representative of the population, but it refers to the interviewees or the informant who has a lot of information about the problem that is currently being studied. Creswell (2016) also explained that in the qualitative research, meaning that the researcher need to establish the meaning of the problem being studied through the informant's point of view. Correspondengly to the qualitative research, this research is using purposeful qualitative sampling. Creswell (2012) stated that purposeful qualitative sampling refers to where the researchers intentionally select individuals and sites who have a rich information about certain phenomenon that can help the

researchers to understand and learn about the phenomenon, that later will help the researchers in developing a detailed understanding about the phenomenon.

Therefore, the informant for this research will be the students of IP FE UII students with the qualifications:

1. The students is IPFE UII students majoring in Accounting / Management / Economics Science.
2. Already participated in all of the Outbound Management Training program provided by the Character Building Program of International Program UII.
3. The participation of the students in both of the training is only limited as the participants, not as the committee nor the facilitator to avoid biases.

Based on those qualification, the researcher has choose 7 (*seven*) informants, that are:

1. Riefki Fajar Ganda Wiguna, S.Pd., M.Hum. Riefki is one of IP UII lecturer and the manager of Character Building Program (CBP) UII. CBP UII is responsible to manage the whole activities in OMT.
2. Diyah Dwi Lestari. Diyah is the students of IP FE UII majoring Management from batch 2015. Recently, Diyah is taking last year in UII by taking thesis courses as her main focus as the last year university students.

3. Ardian Savita Nugraheni. Dian is the students of IP FE UII majoring Accounting. Dian had just finished her thesis exam and currently preparing for her graduation ceremony.
4. Rendy Prakoso. Rendy is the students of IP FE UII majoring Management. Rendi is now still on his last year in UII and now taking thesis class.
5. Silvia Ika Angraeni. Via is the students of IP FE UII majoring Management. Same as Dian, Via had just finished her thesis exam and currently preparing for her graduation ceremony.
6. Anyar Nursyifa Perdani. Anyar is the student of IP FE UII majoring Accounting.
7. Safira Qisthi. Safira or also known as Sasa is the IP FE UII students majoring Economics.

3.1.3. TYPES OF DATA

In general, data defined as the collection of information that is collected by the researcher during the time of study conducted. Djamal (2015) defined data as the reality or facts in the form of objects, events, article, or number that are deliberately collected through observation or interview for specific reasoning or research purposes. According to Patton (cited in Djamal, 2015), there are three types of data in qualitative research:

1. The results of interview in form of the depth-responses about experiences, perceptions, opinions, feelings, and knowledge.

2. The results of observation in form of the description about certain activity, behavior, action, interpersonal interaction, organization, society process or another aspects from conducting the observation from human experience that can be observed.
3. Documents include the diaries, letters, publications, official reports, program notes, and others. (Emzir, cited in Djamal (2015)).

According to Sekaran & Bougie (2016), source of data is divided into:

1. Primary Data

Primary data is the data sources that can provide information directly without going through an intermediary. The data can be collected through interviews, observations, and questionnaires that can allow the researcher to collect a wide variety of data from human as its respondents. The data generated from this source can be either in the form of the events or activity that is directly being observed by the researcher, information from the informant about his perception and opinion about some topics that is gathered through interview, and the culture of the society that is gathered through observation and interview.

In this research, the primary data is the students of IP FE UII from batch 2014-2015 either majoring in Accounting, Management, or Economic Science, and have participated as the participants in both of the leadership training provided by the Character Building Program of International Program in UII.

2. Secondary Data

Secondary data is the data that have been collected by others for another purpose than the purpose of current study. The data collected from secondary data can be given from another person or documents such as published documents, statistical data, government publications, or unpublished information available from either within or outside the organization, company website, and Internet. In this research the secondary data is collected from the annual reports of Outbound Management Training from Character Building Program of IP UII.

3.1.4. DATA COLLECTION METHODS

Djamal (2015) stated that in qualitative research, the role of the researchers is as the key instrument to gather the research data. Meaning that, in qualitative research, the researchers need to actively involve in the continuously experience with the informant. Therefore, in qualitative research, the role of the researchers is to identify biases, value, and the background of the informant reflexively, such as gender, history, culture, and their economic and social status, that can contribute to shaping their interpretation to the problem during the research (Djamal, 2015). In order to fulfill those duties as a qualitative researcher, the researchers also requires gathering detailed information to establish the complexity of the central phenomenon. Thus, the researchers need to identify the right data collection methods to gain rich and in-depth information about certain phenomenon. Creswell (2015) stated that,

there are some data collection methods that the researchers can choose in qualitative research, and that used in this research are:

a. Interviews

Interviews also one of the popular method that is frequently be used by the qualitative researchers to collect the data. Interviews are one of the methods where the researchers ask the open-ended questions and record their answers to one or more participants. An open-ended question is the question given by the researchers where the participants are not only answers in limited answer between yes or no, but it also encourage the participants to have a meaningful answer to voice their feelings and experiences not limited by any perspectives of the researchers or information from the past research findings. Interviews in qualitative research also provide useful information that will not be obtained if the researchers only directly observe the participants. The researchers also will have a better control of the information received, because the researchers can ask specific questions to obtain the required information.

In this research, the researcher use one-on-one interviews and telephone interviews. According to Creswell (2015, one-on-one interviews occurs when the researchers asks questions to and records answers from only one participant in the study at a time. One-on-one interviews are suitable for interviewing the participants who are confident in sharing their ideas and not hesitant to speak. On the other hand, telephone and email interviews are conducted when the participants in a study may be geographically dispersed and unable to come to

where the researchers are located. Just like its name, telephone interview is the process of gathering data is conducted through telephone, and email interview is the process of gathering the data through sending an open-ended data to the individuals by using the computers and the Internet to do so.

This research uses semi-structured interview. According to Newcomer, Harry, & Joseph (2015), semi-structured interview use a mix of closed- and open-ended question and often followed by why and how question. A semi-structured interview needs to draw the outline of the planned topics and the questions that will be addressed to the interviewees.

In this research, the interviewer outlined some of the topics to be addressed to the interviewees. These topics became the guidelines for the researcher to collect the information from the interviewees. The outlined topics are about students' expectations to the program, students' reactions after participates in the program, and the learning points that the students got after participating in the program. The researcher also outlined the topics about the execution of OMT in details addressed to the committees.

b. Documents

Collecting the data through documentations meaning that the researchers collecting data through valuable source of information includes public and private records such as newspapers, minutes of meetings, personal journals, official memos, archival material in libraries, and letters. Creswell

(2012) stated that the purpose of collecting the data through documents is to help the researchers understand central phenomena in qualitative studies.

Data from documents are usually ready for analysis without necessary required to be transcript by the researchers compares to the data from observations or interviews. This research also collects the data from the document of annual report of Outbound Management Training from Character Building Program UII. The documents provide the information about what is OMT in complete and detailed information.

3.1.5. DATA ANALYSIS

Different with quantitative research, analyzing data in qualitative research meaning that the researchers are interpreting and understanding the data either in the form of text or images to be able to answer the research questions. Moleong (cited in Djamal (2015)), stated that data analysis in qualitative research is the process of organizing, sorting, and grouping the data in a pattern, category, and the basic description unit so that the themes can be shaped which can finally be composed to the substantive theories.

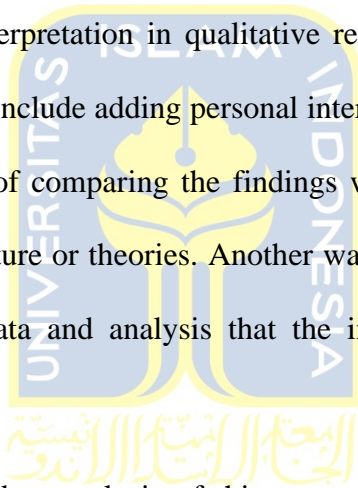
According to Creswell (2012), the process of analyzing data in qualitative research is a simultaneous process, meaning that during the data is being collected; the researchers might also analyze the previously collected data, in purpose to find the major ideas. Meanwhile, the results of data analysis in qualitative research are interpretative, meaning that the researchers need to also put their personal perspective through their interpretation in analyzing the

data that has been collected. The process of analyzing data in qualitative research are often not being conducted in sequence, but Creswell & Poth (2017) stated that there are steps in analyzing the data:

1. Preparing and Organizing Data. Preparing and organizing data includes transcribing the interviews, scanning the material, typing the field notes, grouping and cataloguing all of the visual material, then sorting and grouping the data based on the source of information.
2. Read or look at all the data. When in the first step it will provide the general information to the researchers, in the second steps it will give the opportunity to the researchers to reflect on its overall meaning. Getting to know about the general ideas from the participants, also started to create a general perceptions about the data is occurs at this stage.
3. Data coding. Data coding is the process of segmenting and labeling text to form descriptions and broad themes in the data (Creswell, 2012). Data coding can also address many different topics such as participants' perspective, activities, strategies, places, processes, or relationship and social culture.
4. Generate a description and themes of the setting or people by using the coding data. Description is a detailed rendering of people, places, or events in a setting to help the reader visualize a person. Meanwhile themes are similar codes integrated to form a core element in qualitative data analysis. Both of this process aimed to answering the research

questions and shaping the depth understanding about the central phenomenon through description and thematic development.

5. Consider how the description and themes will be presented in the qualitative narrative. In qualitative research, narrative passage is commonly used to discuss about a chronology of events, detailed discussion of several themes, or a discussion about interconnecting themes. Many researchers also input the visuals, figures, or tables as the additional information to complete the discussion.
6. Making an interpretation in qualitative research. This process can take various forms include adding personal interpretation from the researchers as the results of comparing the findings with the information collected from the literature or theories. Another way is to add new questions that rose by the data and analysis that the inquirer does not expected in previous study.



In conclusion, the data analysis of this research will adapt the model from Creswell (2012) that is presented in the figure below.

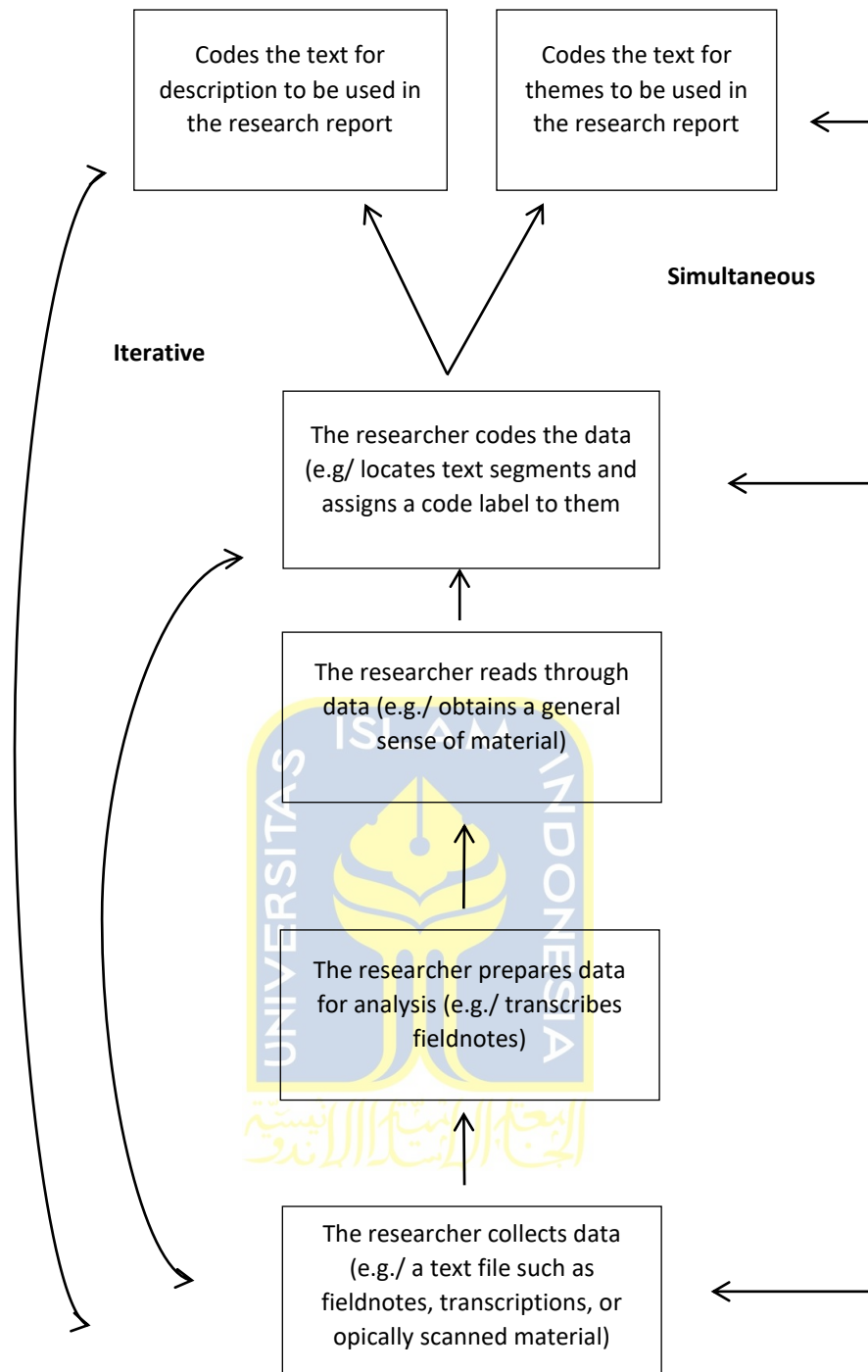


Figure 1. The process of data analysis in qualitative research

Source: Creswell (2012)

3.1.6. DATA VALIDITY

The purpose of data validity is to help the researchers to check whether the data is attested or not. Moleong (cited in Djamel, 2015) stated that there are four methods that can be used to validate the data in qualitative research, which are, credibility test, and transferability test, dependability test, and conformability test. However, in this research, the methods to validate the data are only credibility test and transferability test.

1. Credibility Test

Credibility test is a method of validating the data to describe that the data found in a research are describing the situation in all conscience (Djamel, 2015). One of the methods that the researcher can use to conduct a credibility test is triangulation. Triangulation does not only functioned as one of the methods in data collection, but it also can be used as the method to test the credibility of the data found in the research. The researcher test the validity of the data with triangulation is by utilizing another thing beside the data as a comparison towards the data collected by the researchers. The triangulation test that will be used in this research is adapting the three methods from Denzin (cited in Djamel, 2015), which are:

- a. Data. Data triangulation meaning that the researcher conducts the data validity by comparing any kind of data sources includes time, space, and persons. The data found by the researchers might have the weaknesses but it can be strengthen and compensated by the strength of other data by

comparing them to each other. In this research, to conduct the data validation, the researcher not only gathered the information from the students' point of view, but also conducts an interview with the committee of OMT. The interview' purpose is to clarify the information that the researcher gathered from the students.

- b. Theory. The researchers conduct the data validity by using the theory to compare the information founded by the researchers in the field with the relevant theory to avoid bias from the researchers in drawing the conclusion on the findings obtained.

2. Transferability Test

Transferability test is the degree to shows that the findings of the research can be transferred to another situation with the same characteristics and relatively the same context or settings with another respondents. In this research, the researcher conduct the transferability test through some procedure by designing some sub problem formulation as an interview guideline and continued by doing preliminary study before conducting the interview.

CHAPTER IV

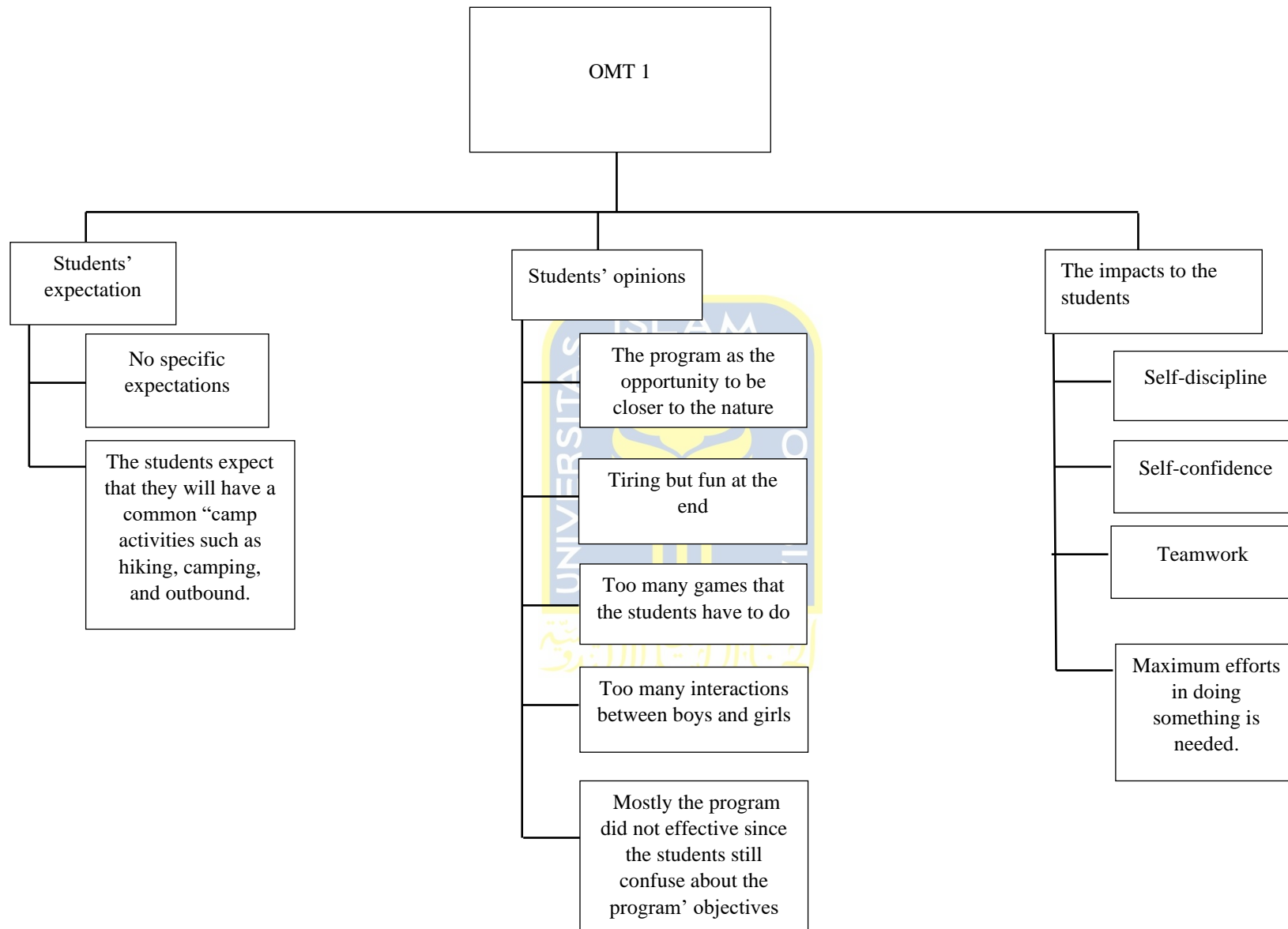
DATA FINDINGS

4.1. INTRODUCTION

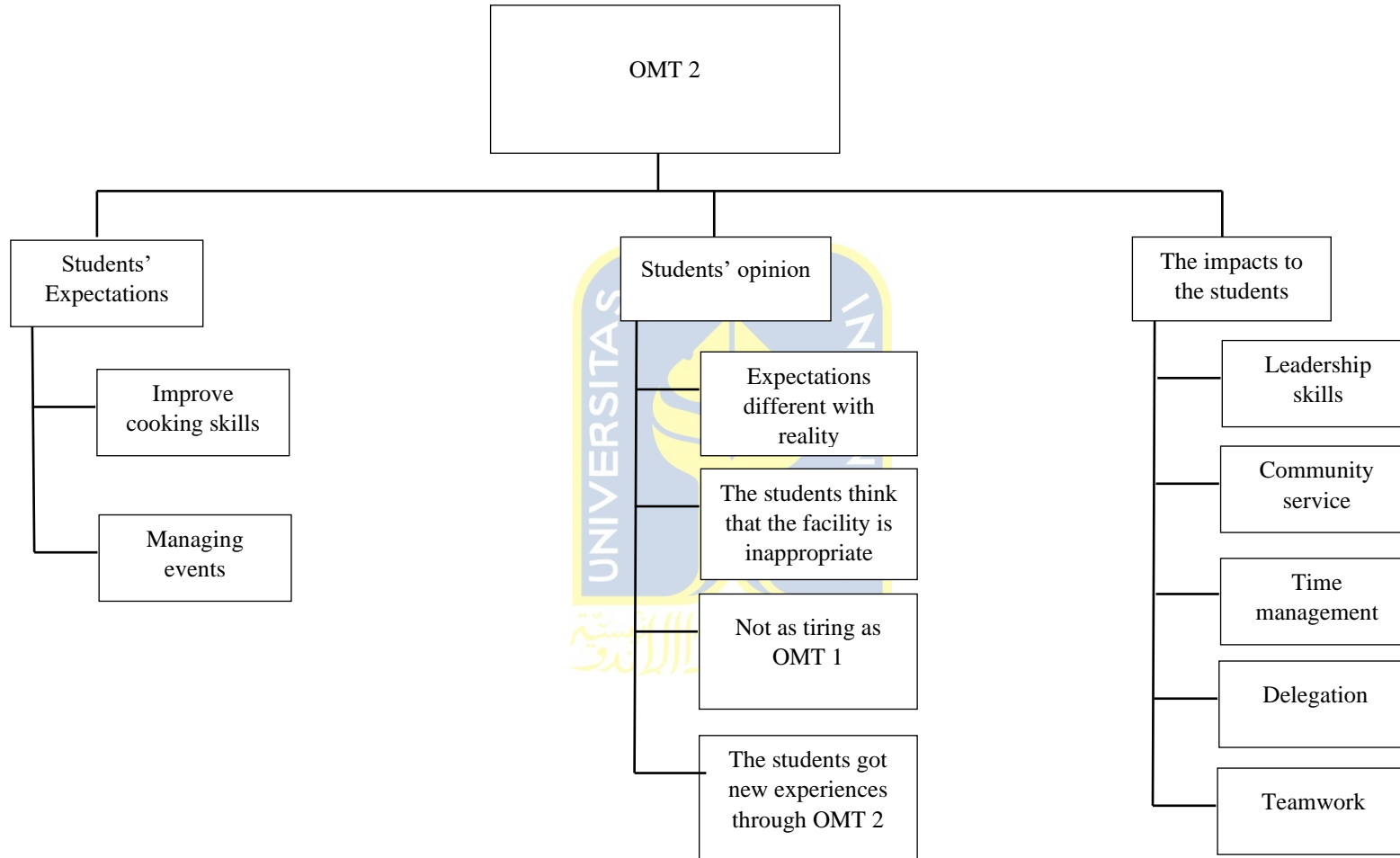
Outbound Management Training (or later be abbreviated by OMT) is a mandatory activity for the IP FE UII students as their requirements to graduates from UII. OMT is divided into three different programs for students from different semester. For example, OMT 1 is designed for students at the first year in university. OMT 2 is designed for the students in second year in university. Meanwhile OMT 3 is designed for the students in their last year in university. Different program must have different design and learning models for the students.

Therefore, 5 (five) students from three different majors (Accounting, Economics, and Management) of batch 2014 & 2015 are chosen to be interview. The purpose is to know how the students react to the program, in which this includes finding out their expectation before participating in the program, reaction after participating in the program, and the learning point they already got. This chapter will explain more about the findings that the researcher found from the interviewees.

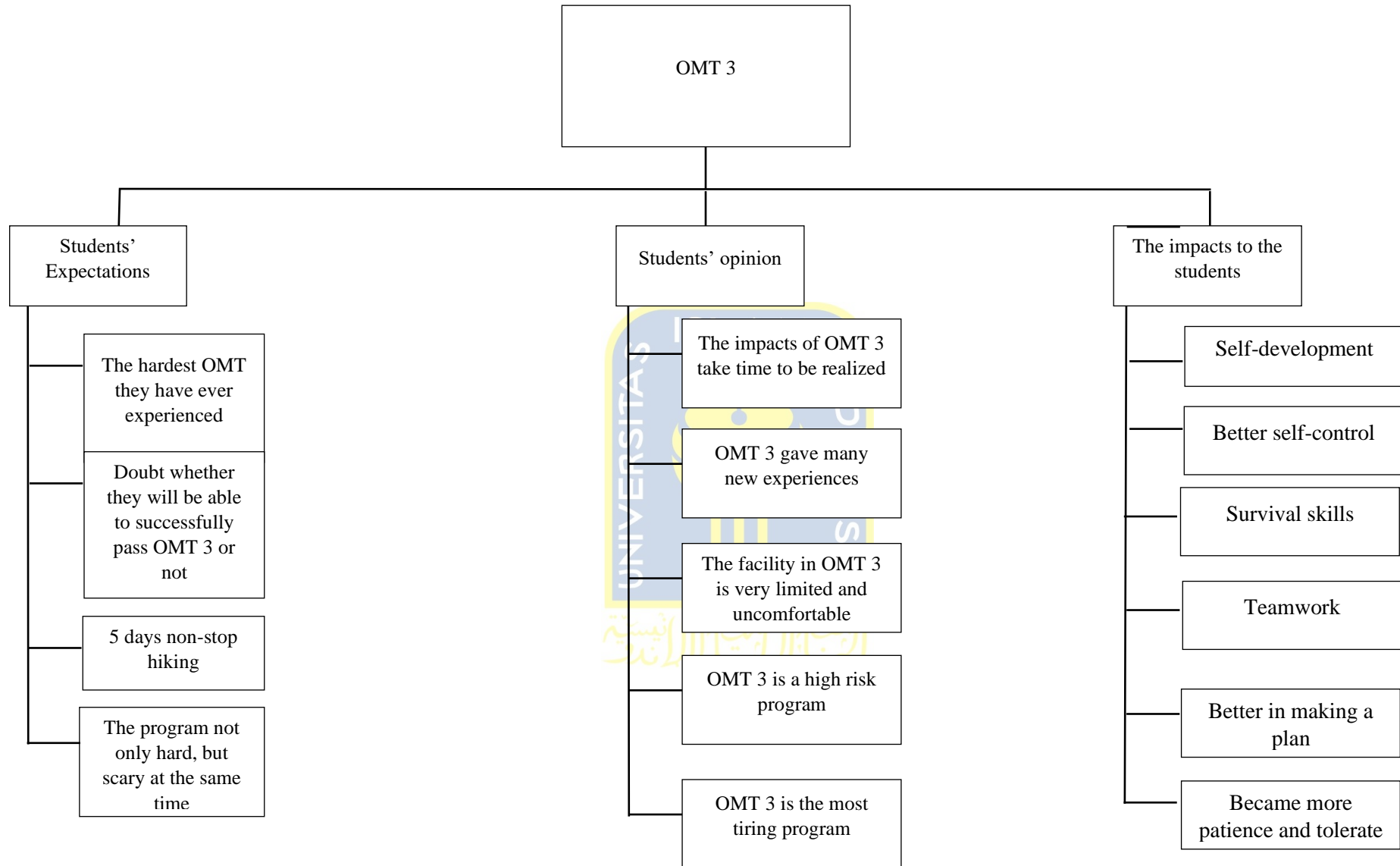
4.2. Data Display of Outbound Management Training 1



4.3. Data Display of Outbound Management Training 2



4.4. Data Display of Outbound Management Training 3



4.5. DATA FINDINGS OF OUTBOUND MANAGEMENT TRAINING 1

4.5.1 Students expectations before participate in the Outbound Management Training 1

The OMT program began with the early diagnose of the participants. This stage is the first interaction with the OMT participants, including the technical meeting where the participants will receive the information about what is OMT, the purpose of OMT, and also things that they need to prepare to participate in OMT. According to the OMT annual report in standard operational procedure chapter, there are some of the information that the participants should know during the early meeting of the participants before the program started, such as:

1. What is OMT and its position in the series of Character Building Program in IPFE UII.
2. The purpose and the advantage if participate in OMT.
3. The shift distribution for the OMT' participants, including its fixed dates for each shift.
4. The brief description of OMT program includes what would they do during the program, and so on.
5. OMT grand rule. The grand rules of OMT are respect, proactive, and responsible. The participants also need to be informed that they are prohibited to give any spoiler for the next batch' participants.

6. The facilitator' introduction to the participants.
7. The participants need to know that it is important to maintain their health.

Based on the interview results, for OMT 1 all of the interviewees still have no specific expectations about the program. Even though the basic information has been set by the committees about things that the participants should receive, the participants. As Diyah, students of Management Major batch 2015, states,

“I don't have any expectations at the beginning because this was my first time participating in outbound training. Even though the committee already gave us some of the information about the program.” (Diyah, 20/05/2019, 18.30)

Dian, students of Accounting major batch 2015, also have the same opinion as Diyah,

“I don't have any specific expectations since I was a new student and haven't experience any of those activities.” (Dian, 02/06/2019, 14.30)

As new students, the words “outbound” seem to have been very attached to hiking and camping activities, according to the students interviewed by the researcher. The fact shown from the results of Via who stated that,

“I don't think I have special expectations about the activities. I just only knew that we would do hiking and any games.” (Via, 23/05/2019, 19.00)

Via' statement inline with the statement from Rendi, which revealed that they did not have any expectations before participating in OMT 1 except the fact that they would climb and camp.

“I have no specific expectations since I only knew that OMT 1 will have a hiking session.” (Rendi, 03/07/2019, 12.00)

Anyar stated that at the beginning, she rejected to participate to the program, since she has lack of information about what OMT 1 would be.

“Feels a bit lazy because I still don't know what is the purpose of the program, why would we have to hike for hours in a jungle.” (Anyar, 17/09/2019, 15.30)

4.5.2 Students opinion about Outbound Management Training 1

During the first year in university, the students of IP FE UII required to participate in OMT 1. This research also discovers about the students' opinion after participating in OMT 1. The interviewees' opinion about the program consist of how they feel after participating in the program that consider as the evaluation of the program. The reactions given also varied. Diyah thought that OMT 1 was tiring but fun.

“OMT was beyond of my expectations. It turns out that OMT was fun even though tiring at the same time. The activities taught me to be more discipline and be a better vision of me.” (Diyah, 20/05/2019, 18.30)

Rendi has the same opinion as Diyah, who thought that the whole 3 days agenda was tiring.

“It was tiring at that time since it was a non-stop agenda for the whole 3 days.” (Rendi, 03/07/2019, 12.00)

However, there are different reactions from another interviewees who thought that the program was confusing, because the purpose still might be blurry. Via, for example, thought that there are too much games that the participants need to do, but there’s not much that she can get because the games is conducted in a group with too many people in it. So the game that was done was not hit the target.

“I only remember one game that I did in OMT 1. Though I was the one involved, but I still did not know what was the purpose of the game. There are a lot of games we did but not much I can get because the situation is not condusive. But still from OMT 1 I’ve learned that we as a human need to adapt with the nature.” (Via, 23/05/2019, 19.00)

Dian also have the same opinion as Via. Dian think that actually during the program she still did not know the purpose of the program, especially the games they did.

“... I’m still confused about the purpose of the program, but after it finished, I think I’m okay with even though it was tiring but still fun at the end.” (Dian, 02/06/2019, 14.30)

Sasa’ opinion about OMT 1 strengthen the statements from Dian and Via who also said that she didn't learn much but feeling exhausted. Sasa also highlighted that she only remember one game about teamwork and the rest of the program didn't gave any big impact to her.

“.... from all of the program in OMT 1, I think one game where we have to make a ship in a lake is what gave me something to learn. I think the rest of the program, such as tracking is only making me tired.” (Sasa, 03/07/2019, 17.00).

Sasa also added that rather than joining OMT 1, she would rather to join internship program because the objectives of OMT 1 is still unclear to her.

“I personally am thinking that OMT 1 didn't give any big impacts. I would rather choose to have an internship program rather than OMT 1.” (Sasa, 03/07/2019, 17.00).

However, at the end of the program, Dian still think that the program was fun and it given her chances to be closer to the nature.

“It is challenging but also given me chances to exploring the nature more, or what we called as ‘Tadabbur Alam’ in Islam.” (Dian, 02/06/2019, 14.30)

Anyar told that even though she didn't feel excited about the program at the beginning, but turns out the program was so much fun, and gave her a new experience about outbound that she have never had before.

“Turns out that the program were really fun. The games, the outbound, gave me a new experience that I have never experienced before.” (Anyar, 17/09/2019, 15.30)

However, at the same time Anyar also gave her critiques about the games that they did during the program. She said that the games were requires the participants to have too many interactions, like there are no boundaries between boys and girls.

“There are a lot of group games the we did in the program, but I felt a little bit disagree with the “design” of the program which makes us (boys and girls) have no boundaries, and it feels disgusting for me.”
(Anyar, 17/09/2019, 15.30)

4.5.3 The impact of Outbound Management Training 1

OMT 1, OMT 2, and OMT 3 are different in terms of the participants' requirement, the purpose of the training program, and the learning points that the participants should get. When the researcher asked the interviewees, their answer varies depend on the OMT program. For OMT 1, most of the interviewee answer that teamwork, self-discipline, self-confidence, and believe in the capabilities are what they have learned the most.

One of the activities that imprints in the participants was when they built watercrafts from water barrel. Diyah stated that through that game she learn about teamwork.

“Teamwork is the most memorable things for me since we've done such games where we have to create a boat made of huge water tank and bamboos for crossing over a lake our with our team consists of 9-12 members. We will not be succeed if we do not have a good teamwork.”
(Diyah, 20/05/2019, 18.30 WIB)

Dian' statement also inline with Diyah' statement that OMT 1 gave them the experience about how to manage teamwork.

“I learned a a lot about teamwork. How we can handle the situation where there were people with different behavior, attitudes, and how to understand each others.” (Dian, 02/06/2019, 14.30)

Anyar also state the same opinion as Dian and Diyah, that OMT 1 taught them about teamwork.

“OMT 1 make us learn about teamwork the most and how to tolerate people with different characteristics.” (Anyar, 17/09/2019, 15.30)
Another game that is memorable is trust-fall game, Rendi told that he

learns about how to trust others and how people always need somebody else to relies on.

“From the trust-fall game, I learn to have trust more to another people. I also learn that we will always need somebody else to help.” (Rendi, 03/07/2019, 12.00)

OMT 1 also help the participants to be more independent, braver, and always believe on their capabilities. Diyah told that OMT 1 help her believe and show her proof that she was not as weak as what it seemed. Self-discipline is also one of the additional points that she learns from OMT 1.

“I became more and more believe to myself that I actually not as weak as what I thought. I also became more discipline because I follow the rules in OMT 1.” (Diyah, 20/05/2019, 18.30 WIB)

Suitable with Diyah' statement, Rendi also admit that OMT 1 taught him in terms of his personnel development, which make him to be more independent.

“It taught me to be more independent.” (Rendi, 03/07/2019, 12.00)

According to Anyar, OMT 1 taught them to be braver through its solo activities where the participants require to finish a mission in the middle of the night by themselves.

“For solo activities.... I think OMT 1 wanted to taught us to be braver in facing something we never have before.” (Anyar, 17/09/2019, 15.30)

In addition, through OMT 1 Diah become more aware to the environment, especially to her friend. The reason is because not all of her friend have the same strength as she was, so it is important to help each other in needed.

“Since I got one of the team members who will always complained to every obstacle she get, I also learned that it is important to help each others whenever one of us were in trouble.” (Diah, 20/05/2019, 18.30 WIB)

According to Anyar, OMT 1 gave her chances to broaden her connections with all of IP Students. It became the media for her to associates with the IP Students from different major, such as Industrial Engineering and Law.

“I have more friends from different major in IP. It broadens my connections in IP, I guess.” (Anyar, 17/09/2019, 15.30)

Dian also have the same opinion with Anyar. Dian said that OMT 1 as the media for the students to know each other better.

“It broaden my connection since I got a lot of new friends from different major, so not only from accounting, but also from industrial engineering, law, or even management and economics.” (Dian, 02/06/2019, 14.30)

4.6. DATA FINDINGS OF OUTBOUND MANAGEMENT TRAINING 2

4.6.1 Students' expectations before participates in Outbound Management Training 2

The interviewees seem already have more information regarding to OMT 2. The interviewees already knew that in OMT 2 they were creating a structure, analogous by a government structure, and there was a delegation system that requires the participants to have responsibility to handle some jobs. The information that the interviewees got was coming from many ways, such as hints and spoilers from seniors, or hints from the delegation system as the interviewee was responsible to be the head of kitchen that is responsible to cook for another participants of OMT 1 and OMT 2, for about 100 people.

For OMT 2, Dian said that they got the information after the seniors gave hints and spoilers about the activity that they would have in OMT 2.

“Some seniors already told us some of the activities that we will do in OMT 2, I also actively asking them about what would we do, especially for kitchen division, so I already expected that my cooking skill would increase.” (Dian, 02/06/2019, 14.30)

Diyah have different expectations before participating in OMT 2. Diyah said that at that time she was responsible to handle the whole cooking activity as the head of kitchen division.

“I expected that everything would go smoothly since there was 2 person becoming the head of kitchen department to handle foods for 100 people.” (Diyah, 20/05/2019, 18.30 WIB.)

Rendi told that he got the “spoilers” about the activity in OMT 2 because when he was participated in OMT 1, his seniors (who joint OMT 2 at that time) also in the same place with him and another OMT 1 participants.

“I already knew what are we going to do in OMT 2 because the participant of OMT 2 were there when I participated in OMT 1.”
(Rendi, 03/07/2019, 12.00)

Sasa also shared the same opinion as Rendi who already knew a bit informations about the activities that the participants will have in the program.

“I already got hints from the seniors about what are we gonna do in OMT 2.” (Sasa, 03/07/2019, 17.00)

By seeing the activities that the seniors did at that time, it form Rendi’ perception about what will he do in OMT 2. That is why Rendi expect that OMT 2 requires its participant to manage an event, in this case is to serve the participant of OMT 1 included cooking and built tents for the participants.

“I expect that we would manage an “event” in OMT 2.” (Rendi, 03/07/2019, 12.00)

Anyar also states that she got spoilers about the program that their majority activities will be about cooking.

“I already got hints about what are we going to do in OMT 2. I knew about “cooking activity” that we all will have in OMT 2 at that time.” (Anyar, 17/09/2019, 15.30)

However, Anyar also said that she was lazy to participate in the program at the beginning because it was held during the semester break.

“Same as OMT 1, I felt a little bit lazy at the first time before participating in OMT 2. Since OMT 2 was held during our semester break.” (Anyar, 17/09/2019, 15.30)

4.6.2 Students’ opinion about Outbound Management Training 2

For OMT 2, most of the interviewees have the same opinion, which is the execution of OMT 2 is not as easy as they thought. Diyah, who previously responsible to handle the kitchen division thought that OMT 2 is out of her expectation. The reason is because she made a quite big mistake because she didn't listen to others’ advice that is more experienced than her.

“It turns out that my the reality is not as smooth as what I’ve expected. I still have many things to learned as the leader, and it was really really important to hear another opinion from another person since I made a mistake because I reject to listen to another person; advice.” (Diyah, 20/05/2019, 18.30 WIB.)

Via, on the other side realize after participating in OMT 2, it was difficult to work with other people.

“Everyone already had their responsibility in each assignment, but still there were still some people who break the rules. In that point I learned about how to practice my patience and be more tolerated to another people so that I wont get mad easily where in that case we already feel exhausted.” (Via, 23/05/2019, 19.00 WIB.)

Dian, when the researcher asked about her reaction during her participation in OMT 2, she said nothing but complaining about its facility.

“I don't have any hard obstacle, but, I think that really pitiful for us was the place where we slept. It was very wet since it was raining that day.”
(Dian, 02/06/2019, 14.30)

The facility also something that Anyar gave critique about OMT 2.

“I also have critiques for the committees about the facilities. What I felt is that the facility during our participation in OMT 2 was pathetic because it was wet and stingy.” (Anyar, 17/09/2019, 15.30)

Riefki told that the same evaluation was once conducted to the lecturer in IP UII. Related to the response from the lecturer itself, Riefki stated that the lecturer thinks that OMT added more workload to the students which can incriminate the participants as the students.

“Character Building Program also conducted the annual evaluation of OMT, and asking the lecturer about their response when they see the students participates in OMT. The lecturers said that OMT actually adds more workload to the students.” (Riefki, 22/04/2019, 13.00)

Even though Anyar gave critiques about the facility, she said that OMT 2 gave her experience that she never had before, which is to be cattle rancher.

“It was fun, and again I got new experiences that I never had before such as the opportunity to know how it feels to be cattle rancher.”
(Anyar, 17/09/2019, 15.30)

Rendi who already knew that the participants would manage an “event” in OMT 2, admitted that OMT 2 is way more crowded than OMT 1, but, it was not as tiring as OMT 1.

“OMT 2 is way more crowded than OMT 1, and it was fun, and not as tiring as OMT 1.” (Rendi, 03/07/2019, 12.00)

Sasa shares the same opinion with Rendi about OMT 2, which is according to her, OMT 2 was easier compare to OMT 1.

“OMT 2 is easier compare to OMT 1 since we don't have do any physical activities just like in OMT 1.” (Sasa, 03/07/2019. 17.00)

4.6.3 The impact of Outbound Management Training 2

OMT 2 also impacted the interviewees in another way. OMT 2 impacted the interviewees to be respect to other and how they have to also listen to others' opinion. Diyah admitted that after she participated in OMT 2 it makes her to always feel that she should always feel that she still have lack of knowledge in order to remain humble.

“I learned what we called ‘Tawaddhu’ in Islam. Meaning that the knowledge that we already had is still not enough that we still to listen to another advice from another people.” (Diyah, 20/05/2019, 18.30 WIB.)

Time management is another things that the interviewees highlighted in the learning points of OMT 2. Diyah also add another statement about the time management when she was responsible to handle the kitchen division.

“Management in this term is time management is one of the things I've learned in OMT 2. If we had a bad time management at that time then everyone would be late to eat, and if we were bad at managing people, the work would be not successfully performed.” (Diyah, 20/05/2019, 18.30 WIB.)

Diyah' statement is supported by Via' opinion who agreed that time management is another learning points that the participant learn from OMT 2.

“Time effectiveness is important when we work at the kitchen. Teamwork is also important and the tasks also need to be fairly divided to have an effective teamwork.” (Via, 23/05/2019, 19.00 WIB)

Quoting from Via’ statement where she also emphasized that the teamwork is important in task distribution OMT 2, Rendi also support about the importance of teamwork in task distribution according to division.

“As we have a task distribution based on division, it is important for us to work well together as a team.” (Rendi, 03/07/2019, 12.00)

In teamwork, OMT 2 also make Via learn about how to be adaptable to work as a team in purpose to make the teamwork effective. Being adaptable meaning that how we should manage our emotions and patience when facing other people.

“In OMT 2 I learned about how to adapt and work together with our team. How to practice our patience and not easily get mad to another people.” (Via, 23/05/2019, 19.00 WIB)

According to Anyar, OMT 2 contributed in the participants through their self-development values. The values such as to be more responsible and became braver.

“Since we have to cook for the participants in OMT 1, I think we also learned about how to be responsible to something that is become our duties. Carry out the responsibilities very well is one of the form of how to be responsible to our duties.” (Anyar, 17/09/2019, 15.30)

Anyar stated that OMT 2 also valued in how it encourage the participants to be brave in speak up their opinion. Anyar explained that it is because in

OMT 2 there was reflection session that the participants need to tell what they have had in a whole day.

“In OMT, we have reflection session in which in we have to speak up about what we have going through during a day in that session. So I thought OMT also taught us to be confidence and to be brave enough to voice our opinion.” (Anyar, 17/09/2019, 15.30)

On the other side, how OMT 2 give the opportunity for Dian to be closer to the society, and make her realize about the value of community service. Dian also make OMT 2 as the place where she prepares herself in her participation in fieldwork at that moment.

“The value of community service is really meaningful for me. I am amazed to see how humble they are that they welcomed us as if we are their own family. It was also as a preparation for my fieldwork later.” (Dian, 02/06/2019, 14.30)

Via also agreed with Dian’ statement about OMT 2 as the place where the participants prepare themselves to do fieldwork.

“During the fieldwork in our 6th semester, I realize about the importance of participating in OMT 2 about how to manage our emotions and to deal with another people to have a good teamwork.” (Via, 23/05/2019, 19.00 WIB)

Moreover, Anyar added that OMT 2 taught her about survival skills as the participants have limited resources that they have to manage during the program.

“OMT 2 also taught about survival skills. Because in OMT 2, our resource was limited, such as the groceries, the distance between the

location of the program and nearest traditional market. Therefore, we learn about how to survive through managing limited resource in OMT 2.” (Anyar, 17/09/2019, 15.30)

4.7. DATA FINDINGS OF OUTBOUND MANAGEMENT TRAINING 3

4.7.1. Students’ expectations before participates in Outbound Management Training 3

The researcher found that the interviewees have different expectations before participating in OMT 3. OMT 3 is the final stage of character building program training series. Most of the interviewees told that scared is the words to represent their expectation at the beginning. It is reasonable because as stated in the report Outbound Management Training report from IP UII,

“OMT 3 is designed to prepare the students of IP FE UII to be future leaders with more complex training design and have a higher risk, challenge, and difficulties compare to OMT 1 and OMT 2.” (Data from Outbound Management Training report 2016)

This higher complexity and risk also seems to be felt by the interviewees before participating in OMT 3. Dian felt scared and doubt herself whether she can pass the 5 days activities during OMT 3.

“I heard that it would be scary, because people told us that we will be in the jungle for 5 days, the challenge is real, and its totally different with another OMT. I don't think I can endure that.” (Dian, 02/06/2019, 14.30)

Not only Dian, Rendi also expect that OMT 3 is the scariest training program that they have ever experienced.

“Some seniors told us that OMT 3 was the scariest OMT we would ever experienced.” (Rendi, 03/07/2019, 12.00)

Via even doubt her that she can pass the program. It is stated in her interview,

“I don't think I could pass OMT 3 the first time we gathered in the socialization of OMT 3. I felt that I would like to giving up before participating in OMT 3 by seeing how hard OMT 3 would be.” (Via, 23/05/2019, 19.00 WIB.)

Some spoilers also received by Anyar. Anyar told that OMT 3 was the heaviest program they have ever had.

“Some seniors told me that we would hike 5 days non stop, and the routes was quiet too far. So I felt a little bit scared.” (Anyar, 17/09/2019, 15.30)

4.7.2. Students' opinion about Outbound Management Training 3

For OMT 3, the interviewees have varieties of opinion when the researcher asked about their reaction after participates in OMT 3. The five-days activities, according to Rendi, it was the most tiring compare to the other two training program.

“OMT 3 was the most tiring of all.” (Rendi, 03/07/2019, 12.00)

Meanwhile for Diyah, she admit that there are a lot of things that they can get after participate in OMT 3, especially about toleration and teamwork.

“I learned how to understand people with different character in OMT 3, and that was important to balancing the team.” (Diyah, 20/05/2019, 18.30 WIB)

The five days activity seemed very imprint to Dian. She told that OMT 3 gave her unordinary experience compare to other training program.

“I found that actually OMT 3 gave me a superior experience that I have never had before, and it is something that I cannot have if I learn at the classroom.” (Dian, 02/06/2019, 14.30 WIB)

In addition, Via stated that the after-effect is not immediately felt by the participant. The impacts of OMT 3 will benefits the participant for their future life.

“The after-effect of OMT 3 were not automatically popped out after the program is over, but it took a long time until I realize that by participating in OMT 3 gave me a lot of things to learned in my real life, especially when we participated in the fieldwork in our 6th semester.” (Via, 23/05/2019, 19.00 WIB)

More details, Via admit that she can feel the benefits of OMT 3 during her fieldwork in the 6th semester.

“When I was participated in the fieldwork, I remember at that time I had a conflict with my group because of their lack of disability in managing their emotions. At that time I was just thinking that if only they were participated in OMT, especially OMT 3, they would not behave like what they did at that moment.” (Via, 23/05/2019, 19.00 WIB)

Anyar stated that the facility in OMT 3 was the same as what she had in OMT 2, which is everything, was very limited, and not comfortable.

“It turns out that the facilities in OMT 3 was as pity as what we had in OMT 2. Everything was very limited, included our groceries, tent where we sleep, etc.” (Anyar, 17/09/2019, 15.30)

Sasa said that OMT 3 was the most tiring program she have ever joined.

“It was the most tiring program I have ever joined.” (Sasa, 03/07/2019, 17.00)

Sasa also added that after participating in OMT 3, she felt that there is not much impacts to herself.

“Actually I don't feel like OMT 3 gave much impacts to me for this whole time since I don't like any outdoor activities. So OMT 3 is not suits me well.” (Sasa, 03/07,2019, 2019, 17.00)

4.7.3. The impact of Outbound Management Training 3

Discussing about OMT 3, the interviewees mostly stated about how OMT 3 impact the participants through their self-development and self-control. Become braver is the example of self-development according to Via.

“I also become braver by participating in OMT 3, and also not to be easily panic when I'm in an under pressure conditions.” (Via, 23/05/2019)

Via also added that, by became braver it gave her advantage during her experience in her intern time.

“OMT 3 also helped me in my preparation to work for my future on the physiological sides. It courage me to be braver to deal with my boss and my colleague while working during my internship program in Bank Indonesia” (Via, 23/05/2019)

According to Rendi, OMT 3 has helped him for not easily giving up in aspect of self-development.

“As a management student OMT 3 taught me for not easily giving up in a hard situations.” (Rendi, 03/07/2019, 12.00)

On the other side, after participating in OMT 3, Diyah felt that she was more often reflect on her mistakes than directly blaming others.

“Stop blaming others when there was an accidents that was actually caused by yourself, but trying to make a reflections of yourself about what you’ve done that caused that mess.” (Diyah, 20/05/2019, 18.30 WIB)

Survival skills was one of the learning points that is highlighted by Anyar as she said earlier that in terms of resources, everything was very limited so that they have to manage them efficiently.

“Survival skills and teamwork are the outstanding learning points from OMT 3. You know, it is because the resource that we had in OMT 3 was very very limited, so we have to figure out how to survive with that limited resource.” (Anyar, 17/09/2019, 15.30)

Related to survival skills value, the lecturer of Character Building Program who already conducted the same evaluation about OMT to the alumnae shares that the alumnae response are the same with the response from the interviewees of this research.

“Character Building Program was once conducted an evaluation to the alumnae who graduated from UII among 2016-2017 and now working aboard in a multinational company. What is interesting is, some of the alumnae that we already interviewed were working in a conflict country, and said that they have better survival skills value that they got from OMT 3 and it is useful for them now.” (Riefki, 22/04/2019, 13.00)

According to Anyar, OMT 3 also makes her learn to be more considerate with the surroundings, especially their team members.

“OMT 3 also taught us to be more considerate with our surroundings, especially our team members.” (Anyar, 17/09/2019, 15.30)



CHAPTER V

DISCUSSIONS

1. INTRODUCTION

OMT is a nature-based learning method for IP FE UII students. The learning process in OMT makes use of andragogy method, experiential learning method, learning by doing method, adventure education, and scouting method. Almost all of the methods that are used in OMT are student-centered learning, in which the learning relies on the student's active participation. It means the facilitators only lead the participants through the series of activities, and encourage them to reflect on the learning experiences. Thus, the facilitators' responsibility is restricted to helping the participants to transfer their knowledge and skills that they have learned in a work context.

OMT 1, OMT 2 and OMT 3 are obligatory just for the students of IP FE UII. Each stage of OMT has different objectives. For example, in OMT 1 some of the learning objectives are to turn the students into a transformational leader with the characteristics such as good teamworks with high environmental awareness, leadership, management, interpersonal skills and risk-takers. Nonetheless, whether the students understands with the purpose of the program have not been undiscovered.

The interview has been conducted to 4 (four) students of IPFE UII who participates in OMT. The data about the students' understanding of OMT has been collected. This chapter will discuss further about the students'

understanding of the program and to discover whether the program meet its objectives. Supporting theories are also added to support the results of this research.

2. DISCUSSIONS OF OUTBOUND MANAGEMENT TRAINING PROGRAM 1

5.2.1. The summary of the research findings

The interview began with the questions asking about the interviewee's expectation before participating in the training program. The results show that for OMT 1, all of the interviewees don't have any specific expectation about things that they will get from the program. They only think about the common activities related to the words "outbound" such as camping and hiking, even though the technical meeting before the D-day was conducted.

Having participated in the program, the interviewees said that the program was fun and it became the event to get to know other participants from different faculties. The other thing is that, the interviewees said there are some of the games they did and it was beyond their expectations and was memorable for them to learn about something, especially increasing the teamwork. However, the entire program is not always memorable. The fact is the interviewees also complained that the purpose of the program is still unclear. The reason is the games they completed in large groups lead to their failure to achieve the meaning of the games. Other interviewees also

complained that OMT 1 is tiring since the activities are conducted for a full three days.

Regarding the learning points that the interviewees got after participating in the program, the researcher highlights some points, which are, teamwork, broader networks, trust, self-independent, new experience, and also OMT 1 as the means to develop the participants' bravery.

The interviewees not only give positive comments about OMT 1, but they also give comments about the program design. The interviewees said that there are a lot of activities they had during OMT 1, but not all of them are effective. The ineffectiveness is caused mostly by a large number of groups who complete games, so that not all of the participants can experience the same learning points from the games.

5.2.2. Discussion about Outbound Management Training 1

OMT 1, 2, and 3 are the training program that was held in an open nature. Mojosemi forest was chosen as the place to held OMT because the committees believe that this can support the daily learning methods that has been used such as lecture and class participation, as outdoor learning offer values such as freedom, joy, and independence (Tuuling, Õun, & Ugaste, 2018).

In the interview, the researcher asked about the interviewee's expectation as the participants of OMT 1. All of the interviewees said that they have no specific expectations about the program. Before participating in the program,

they were simply informed that they would do some activities in outbound such as hiking, camping, and so on. Their responses are common because Mazany (cited in Shivers-Blackwell, 2004) explained that outdoor experiential learning mostly let the participants live outdoors and engage in outdoor activities, such as mountain climbing and water rafting, or also known as survival courses. Institute for Outdoor Learning (cited in Mackenzie, Son, and Eitel, 2018) also explained that outdoor learning and outdoors education involve activities such as outdoor play and recreation, environmental education, experiential education, place-based learning, and adventure activities.

The interviewees also said that OMT 1 is the opportunity to broaden their connection with other IP students from different majors. As it is well known that OMT 1 is designed for all IP students; include industrial engineering and law (Annual Report of Outbound Management Training, 2017). They knew each other as the participants in OMT 1 were divided into groups that consist of students from different majors. It means that working in groups provide them with the opportunity to interact each other. One training program with similar design is conducted in Florida A&M University, as stated in Shivers-Blackwell (2003). In that research, it stated that Florida A&M conducted outdoor training for their MBA students that give the masters' students an opportunity to receive training on team processes, and the opportunity to interact with other faculty members in an informal setting.

There are a few key points that the researcher finds from the interviewees about OMT 1. The interviewees interpret OMT 1 as the opportunity to improve their teamwork, improve their self-development, and leadership skills. It is in line with Williams, Graham, & Baker (2003) who stated that leadership, teamwork, problem-solving, trust, and communication skills can be improved by outdoor experiential learning.

Regarding teamwork, it seems that the interviewees highlight teamwork as the one they have improved the most. The participants improved teamwork skill through activities that are challenging and making them rely on each other in order to achieve their goals. At the same time, OMT also became the media to improve the participants' problem-solving skills, since the entire team members were challenged to solve the problems provided. Caldas, Broaddus, & Winch (2016) defined this ability as problem solving confidence, in which the students are able to address problems encountered. Through their study, Caldas, Broaddus, & Winch (2016) finds that people with higher problem solving confidence experience less anxiety, decreased risk of depression and suicide, and demonstrate greater academic motivation. This research' finding also similar with Richmond (cited in Mackenzie, Son, and Eitel, 2018) who explained that the purpose of outdoor adventure education is designed to build creative problem solving skills.

Ofsted (cited in Mackenzie, Son, and Eitel, 2018) explained that other benefits of outdoor learning program is to give the learners the opportunity to learn something delightedly as it is exciting, motivating, refreshing, and fun.

This theory is similar to the findings of this research- the interviewees said that most of the activities were fun and gave them new experiences. In addition, one of the interviewees admit that the learning points of OMT 1 is more memorable since the learning process depends on the participants' active contribution. This finding is in line with the learning method that OMT used which is experiential learning. Experiential learning method is a method that let the participants get the learning points by themselves. That is become the reason of the interviewee statement.

Harun & Salamuddin (2010) through their study stated that, even though outdoor education program has long been included into the school curriculum, but the implementation of the program are often be questioned because of the poor program content and fails to achieve the program objectives, in terms of changing behavior and attitudes of participants. This supports the findings of this research that also show some negative comments regarding the implementation of OMT 1.

Interestingly, the interviewees also stated that until the end of the program, they still confused about the purpose of some of the activities. From the annual year report of Outbound Management Training, it is known that there are maximum 14 games conducted in OMT 1. The results of this research also reveal that the interviewees complained about the games. They thought they played too many games so that they think the games didn't meet the objectives. Meaning that it shows the poor program content of OMT 1 and it fails to achieve the program' objectives to some of the participants. The

similar finding also founded in Shivers-Blackwell, 2004 who also conducted a study about the reactions of MBA students toward outdoor teambuilding. The result showed that the respondents of the study also have the same doubts about the effects of the program.

3. DISCUSSIONS OF OUTBOUND MANAGEMENT TRAINING 2

5.3.1. The summary of research findings about Outbound Management Training 2

The researcher also asked about the interviewees' expectation before participating in OMT 2. Different with OMT 1, in OMT 2 a glance of information from the seniors has shaped the participants expectations about OMT 2 and OMT 3. The interviewee said that they were already well informed about how OMT 2 would be managing the event, which is OMT 1. Therefore, they also expected that they would improve their skills in event management, leadership, and cooking. However, a few interviewees criticize about when OMT 2 is conducted. The interviewee complained that OMT 2 was conducted during the semester break and they objected it as they had to postpone their holidays. The interviewees also give suggestions to the committee about the facility in OMT 2.

The findings of this research also show about how the interviewees react towards the program. Some said that their expectations differed from reality, some said that OMT 2 also gave new experiences they never had before, and the others complained about the facilities. Meanwhile, for the learning points

of the program, the interviewees again highlighted about teamwork, community service, delegation, time management and survival skills.

5.3.2. Discussions of Outbound Management Training 2

The information from the seniors about the activities in OMT 2 made the interviewees expect that they would do activities as the committee of OMT 1 did- building tents for the participants of OMT 1 and preparing meals for participants. As described in the annual report of Outbound Management Training, the purpose of OMT 2 is the simulation of how the management process runs in an organization. The participants were obliged to make a work distribution into some divisions. Therefore, the learning methods used in OMT 2 are andragogy and experiential learning. It means that the participants of OMT 2 were having role-play in which each of them has their own responsibility in their position.

Through role-play, the interviewees said that they improved their teamwork skills, time management, and became more responsible. Role-play requires them to be divided into different positions in OMT 2. Such situation spurs them to have a good teamwork because all of the divisions had to finish their work at the same time. The importance of teamwork is highlighted in Shivers-Blackwell (2004) who stated that if one of the team member has positive attitude and a good teamworker, they will be more likely to contribute to the team performance.

Through working as a team, the interviewees said that they also have a chance to learn about how to be tolerant others and have better self-control especially when dealing with emotions, or what the so-called as emotional intensity. McEvoy & Buller (cited Fernández-Gómez et al., 2018) explained that emotional intensity is one of the elements in outdoor training as the participants will experience different emotions such as frustration, joy, fear, anxiety, and anguish. Such emotions will arise when the participants work together and go through hard times. Role-play requires them to be divided into different positioning in OMT 2. Such situations spurs them to have a good teamwork.

Community service is also one of the additional points from the interviewees related to what they have learned in the program. The reason is because OMT 2 added many activities for the participants to interact with community. Through the interaction the participants can learn about how to interact properly with the community and preparing the facilities for the participants of OMT 1 is considered a community service.

One of the points of experiential learning is about how the participants can learn to perform better after making mistakes. This is also one of the learning points gained by the interviewees. One of the interviewees stated that the kitchen division was responsible to make sure that the meals were well prepared. However, at that time the kitchen division had problems while preparing rice for the other participants- rice was burnt at that time. The kitchen division once felt disappointed and about to giving up, but, they got

advice and feedback from another person who was experienced with cooking rice for a big amount of people. Then they tried to fix the problems after figuring out solution.

A survival skill and logistic management are other things that the participants learned through OMT 2. The interviewees said that during the program the resources to cook were very limited not only because of the amount but also the remote location is far from the local market. That is why; they had to manage the limited resources to be sufficient for the whole program.

The interviewees also gave suggestion about the facilities in OMT 2. When the researcher asked the interviewees to describe their facilities at that time, the interviewees said the location was wet because of heavy rain. It was also slippery so that it was risky for the participants to get injured. Therefore, the interviewees said that the committees should consider the surroundings and condition of where OMTs take places for the sake of safety issue of the participants. Related to the risk in OMT, this should be one of the things that should be given more attention. Dallat, Salmon, & Goode (2015) highlighted that risk management is really important if an organization want to conduct outdoor program in order to prevent any minor injuries or accident. Dallat, Salmon, & Goode (2015) also stated that there are many cases of inadequate risk assessment became a key contributing factor in the deaths of several children participating on school outdoor education programs.

Parkin and Blades (cited in Dallat, Salmon, & Goode, 2015) recommend that there are at least three factors are needed to be considered when identifying risks, they are the participants, the equipment, and the environment. To be more detailed, Rasmussen (cited in Dallat, Salmon, & Goode, 2015) provide a framework to conduct risk assessment of outdoor activities that consist of six system levels, that are government bodies, regulatory associations, activity centre planning, local area government, schools and parents; supervisory and management decisions and actions; decisions and actions of leaders, participants and other actors at the scene of the incident; and equipment, environment and meteorological conditions.

Based on the results of the interview, in which the interviewees give complaints to the facilities that is inappropriate due to a severe weather that causes the place where the participants slept became wet and slippery, then IP UII should conduct a risk assessment included in the environment and meteorological conditions level. Meaning that the risk assessment needs to cover the analysis of weather condition to prevent any injuries or accident happens to the participants.

4. DISCUSSIONS OF OUTBOUND MANAGEMENT TRAINING PROGRAM 3

5.4.1. The summary of research findings about Outbound Management Training 3

The interviewees already knew that OMT 3 is the hardest outbound training program compared to other training programs. Such expectations were shaped by the hints provided by the seniors. The interviewees doubted themselves to be able to successfully pass the program. The interviewees' expectations seem to meet reality, as one of the interviewees told that OMT 3 is the most tiring and hardest of all of the training programs they have ever done. However, even though it is the hardest program, the participants still found that OMT 3 gave them new experiences they never had before. Through this research, the interviewees also conveyed their complaints about the facilities- lack of groceries, inappropriate place. The researcher also asked about the learning points that the interviewees got from the program. The interviewees said that teamwork, self control, and survival skills are the things that they learned from the program.

This research also finds negative comments about OMT 3 from the interviewees, especially about the facilities. Most of the interviewees suggested that for the future OMTs the committees should consider about the locations, weather, and the facilities for the sake of participants' safety. Another suggestion from the interviewees is, if IP FE UII intends to continue

implementing the program, IP FE Management should make OMT 3 as an optional not compulsory for the students.

5.4.2. Discussion about Outbound Management Training 3

A glance of information about OMT 3 was received by the interviewees from the testimonials from the seniors who already participated in OMT 3. The seniors said that it was true that OMT 3 was the hardest training program from the series of outbound management training program they have ever had. The difficulties of OMT 3 also stated in the annual report of Outbound Management Training program from Character Building Program of IP UII. In the annual report stated that OMT 3 is a training program that has a higher risk, difficulties, and challenges compare to OMT 1 & OMT 2. OMT 3 also expected to have more complexities in its result as it is designed as if it is training for executives in an organization.

Williams, Graham, & Baker (2003) explained that outdoor experiential learning is designed in order that the facilitators lead the participants and encourage them to reflect on the learning experiences, and help them transfer the knowledge and skills to a work context. This study inline with how OMT 3 was conducted. According to the annual report of Outbound Management Training, it stated that OMT 3 also uses experiential learning, which means the learning process depends on the participants, and not depend on the facilitators.

In the annual report of OMT, it is also stated that OMT 3 is a training program that use adventure education methods as one of the learning transfer process. It means that the participants will learn through the adventure-centered education. Same as Harun & Salamuddin (2010) statements, when a training program uses adventure education methods, it means that camping; orienteering, trekking, and abseiling are the activities that must be included in the syllabus. Meaning that, since it was held in an open nature and involve the activities that have been mentioned above, it made OMT 3 also known as the training program that have higher possibility of irregular uncertainty, and higher risks.

For IP UII, it can be advantageous as many studies provides evidence that outdoor learning can assist in enriching the knowledge and enhance the socialization process of the students. It also can contribute to the students' self-development in many areas, such as increasing their awareness to the environment, survival skills, and many more. The findings of this research also show responses from the interviewees about the learning point of OMT 3, and it varies into some points.

The first learning point from OMT 3 is the interviewees stated that OMT 3 gives the opportunity to increase their awareness to the environment. For example, one of the interviewees told that one of her members were having difficult time, as the other members were not as strong as the others. Such situation encouraged the participants to be more aware of helping others. This finding is similar with the study by McEvoy (cited in Williams, Graham, &

Baker (2003)) who stated that one of Outdoor Experiential Learning' objectives is increasing participants' awareness of their fellow members' strengths and weaknesses, and increasing morale and camaraderie. It is because during the program, the participants are often expected to motivate their peers through praise and encouragement. In addition, Wagner (stated in Williams, Graham, & Baker (2003)), also explain that outdoor training can increase awareness of one's personality and problem-solving styles, and enhancing creativity, especially when there was problem that needed to be fixed.

OMT 3 was deliberately designed as if the participants will do five days expedition with limited resources carried in their backpack. According to the interviewees, through this kind of training program, they also increase their survival skills, as they have to manage the limited resources so it must enough for 3 days. Riefki, as the committee of OMT stated that the same response also given by the alumnae of IP FE UII who work aboard currently when Bridging Program conducted an evaluation of OMT in previous year. Riefki also added more information that the alumnae who is working in a conflict country said to the committees that the survival skills that they got from OMT 3 is useful now as they can implement in the future.

Another things that the interviewees learn is that the interviewees said that they have better control to themselves, especially in managing their emotions. In outdoors training, this situation is common as the participants requires to work in a team and each teams consists of people with different

characteristics. The differences in characteristics obviously can generate conflict between members. However, Broderick & Pearce (2001) in contradiction stated that if this kind of situation can be handled properly, it could carry over into the skills that are beneficial in a real workplace environment. This study relates with what have the interviewees learned which is a better control of their emotions. Moreover, another interviewees added that this kind of experiences was useful when she had her internship program in one of big company in Indonesia and also during their participation in fieldwork in 6th semester. Caldas, Broaddus, & Winch (2016) conducted the same assessment to the Baltimore Outward Bound youth program participants with the similar design. The results show that their respondents also have greater Emotional self-efficacy (ESE) as it describes the ability to manage difficult emotions internally, allowing for greater self-esteem and socially-appropriate responses to emotions.

Williams, Graham, & Baker (2003) stated that, adults are more likely to learn when the training is linked into their personal experiences. This is also one of the reasons why OMT uses learning by doing methods as it give the opportunity for the students to learn by themselves. The interviewees also told a story about how they get the learning points based on their personal experiences especially about the learning points in have a better control with their emotions more because they already have similar situations to be handled through OMT 1 until OMT 3. The learning process also enhanced because there was feedback provided after the participants performed the performance.

In OMT, the feedback was coming through the reflection session of the participants directly after the program in each day was finished.

After completing the program, the interviewees said that they were still cannot believe that they successfully made it through all the difficulties in OMT 3. The interviewees' reactions related with Fernández-Gómez et al., (2018) Statements who explained that one of the characteristics of outdoor training program are interaction with nature, and the encouragement to the participants to extend their limits and achieve goals or objectives that they never believed they were capable accomplished.

As what have explained above, outdoor learning not only gave advantageous can also induce negative comments as what have gathered by the researcher in this research that the interviewees also complaining about the facilities in OMT 3 where everything was very limited. There is another complaint about OMT 3. One of the interviewees said that OMT 3 was too difficult and tiring, especially for the students who does not good at doing physical activity. Therefore, the interviewees suggest that OMT 3 should be an option and not an obligation for the IP FE UII students just as what already implemented by faculty of engineering.

As what have been mentioned above, OMT 3 is the training program with higher risk among the entire training program that has been conducted in IP UII. Researcher suggests that IP UII also conduct risk assessment the same as

risk assessment in OMT 2. Moreover, the interviewees also admit that OMT 3 was too difficult to be implemented to all of the students in IP FE UII.

The expectations, opinions, and the learning point of OMTs have been asked to the interviewees and it results in varieties of answer. Related to the expectation, mostly all of them stated that they have no specific expectation to OMT 1, and improvements in skill in OMT 2 & 3. They also gave some critiques related to the program. However, related to the learning points of OMTs, the participants mostly only highlighted on teamwork. Where in facts, there are so many objectives of OMTs formulated. By seeing this, the researcher assume that the reason might be caused by:

1. The students recalling the context, but they have lost the context of the information they retain from OMTs.

One thing that can affect this thing to happens is the time lag between the implementation of activities and evaluation is quite long, which is 1 year. Therefore, it is possible for the students to not exactly remember what have the participants learned from OMTs. According to Willingham (2015), it is possible for someone who have learn something only remember the context and when they were asked to recall their memories about what they have learned in the past in quite a long time after the activity conducted, they might still remember but cannot describe in details. Graham Nuthall (cited in Willingham, 2015) provide a good example to explain this situation.

Graham (cited in Willingham, 2015) conducted a study to find out how time range affected the memories about things the students learned from school. The sample is 10-year-old students who had a classroom lesson. The result found that students were quite good at attributing their knowledge to the lesson after a delay of just a week, and they were also able to describe details of the lesson. After a year, students were still pretty good at answering detailed questions about the lesson, but their answers seemed to be based not on actual memory for the details but rather on memory for general principles, to which the students added inferences.

This situation might explain why there is not much information related to OMTs that the researcher got from the interviewee. It is because of the time range and in addition, there is no regular repetition about how the participants should implement the learning point that they got after OMTs ended. Meanwhile, Willingham (2015) stated that it is possible if a student remembers any course content a couple of decades later, even though there are the absence of putting the knowledge they have learned to use. However, the students will have better memory to the extent that a student mastered the material in the first place and had reason to revisit it in the intervening years. Meaning that relearning and always practicing the knowledge from OMTs into the real case in real life is also important, making it increasingly raising the question whether or not OMTs are appropriate enough to be applied to the students.

CHAPTER VI

CONCLUSIONS, SUGGESTIONS, AND RECOMMENDATIONS

6.1. CONCLUSIONS

This research is a qualitative research that discusses OMT and finds out about the students' opinion about the program. Through the interview of this research, the researcher also found the information about the evaluation of OMT from the students' perspective. In summary, the findings of the research are:

- a. The interviewees have different expectations for different OMTs. For OMT 1, the interviewees had no specific expectations except for common activities in outdoors training such as hiking or tracking. This is a common response because Mazany (cited in Shivers-Blackwell, 2004) explained that outdoor experiential learning mostly let the participants live outdoors and engage in outdoor activities, such as mountain climbing and water rafting, or also known as survival courses.
- b. The interviewees have different expectations for OMT 2 and OMT 3. In OMT 2, as the interviewees already had some hints, they expected that there would be additional capabilities for the participants since OMT 2 is about managing events.
- c. The expectation for OMT 3 is also different because hints from the seniors describe OMT 3 is the hardest among all of the training

programs. Some of the participants' even doubts themselves for not being able to pass the program.

- d. The interviewees thought that OMT is the means to improve their teamwork, improve their self-development, and leadership skills. The participants improved teamwork skills through some activities that challenge them and make them rely on each other to reach goals. At the same time, it also the means to improve the participants' problem-solving skills, as the participants struggling with problems that requires them to think about how to solve it creatively.

This finding corroborates the research by Williams, Graham, & Baker (2003) who stated that leadership skills improvement, teamwork, problem-solving skills, trust enhancement, and communication skills improvement are the benefits of participating in outdoor experiential learning so that it makes outdoor experiential learning is a popular methods.

- e. The finding revealing that time management, problem-solving skills, and teamwork that the interviewees gained from the program support Wagner (stated in Williams, Graham, & Baker (2003)), who stated that outdoor experiential learning has advantages- developing an internal locus of control, improving time management, increasing awareness of one's personality and problem-solving styles, and enhancing creativity.

OMT also gives the participants the opportunity to increase their awareness by helping team members who are in need. This findings

supports the research by McEvoy (cited in Williams, Graham, & Baker (2003)), who stated that one of Outdoor Experiential Learning' objectives is increasing participants' awareness of their fellow members' strengths and weaknesses, and increasing morale and camaraderie.

- f. Williams, Graham, & Baker (2003) who stated that, adults are more likely to learn when a training is linked into their personal experiences strengthen. This theory strengthen the finding about participants' self-development in better self-control that they can learn better after making mistakes. The learning process was also enhanced because there were feedbacks provided for the participants after their performance. The failure and feedbacks are the core of experiential learning in which the adults are more likely to learn based on their experience.
- g. The value of community service and unflagging spirit are other other learning points from OMTs. They learned about the community service through interaction with the villagers and through managing OMT 2 to serve the participants from OMT 1. Meanwhile, the interviewee also told that as a management student, who would likely to be future manager or entrepreneur, need to have the soul of a warrior who never give up. OMT gave them chances to learn about that as it is a place to learn various obstacles and the participants were obligated to survive and be creative in solving problems.
- h. The results of this research also show that interviewees' negative comments about the execution of OMT 1 and OMT 3. The interviewees

suggest that the committees should consider about the place and the current weather before executed OMT as it is for safety matters. The committee also needs to redesign the program implementation to be more effective to the participants.

6.2. SUGGESTIONS AND RECOMMENDATIONS

Several suggestions are made for the the committee and future researchers:

1. The implementation of OMT is already good enough but there are still a few aspects that the committee should consider regarding the implementation of OMTs.
2. This research only covers the implementation of OMT from student's perspective. Therefore, it is recommended that future studies provide more data about OMT evaluation from different perspectives.
3. Started from 2018, IPFE UII has implemented different methods of training program for students. It is recommended that future studies use different research subjects and compare to the old training method with the current method in order to provide new insights about a suitable training program method for IPFE UII students.

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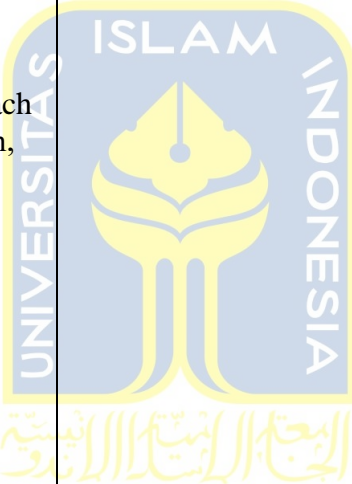


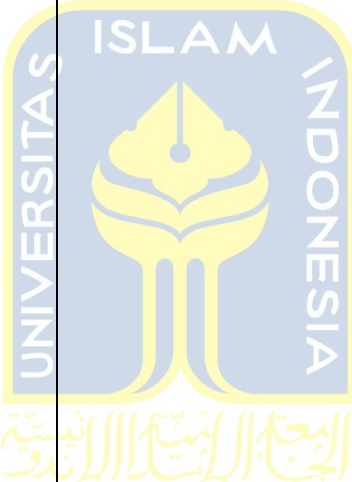
APPENDIX A: Data Reduction Table of Outbound Management Training 1

| The inspected problem | Interviewees | | | | | | Analysis |
|---|---|---|---|--|--|---|---|
| | Diyah | Via | Dian | Rendi | Anyar | Sasa | |
| The expectation before participating in OMT 1 | <p>“I don't have any expectations at the beginning because this was my first time participating in outbound training. Even though the committee already gave us some of the informations about the program.” (Diyah, 20/05/2019, 18.30)</p> | <p>“I don't think I have special expectations about the activities. I just only knew that we would do hiking and any games.” (Via, 23/05/2019, 19.00 WIB)</p> | <p>“I don't have any specific expectations since I was a new student and haven't experience any of those activities.” (Dian, 02/06/2019, 14.30)</p> | <p>“I have no specific expectations since I only knew that OMT 1 will have a hiking session.” (Rendi, 03/07/2019, 12.00)</p> | <p>“Have no specific expectations but it feels a bit lazy before I participating in OMT 1.” (Anyar, 17/09/2019, 15.30)</p> <p>“Feels a bit lazy because I still don't know what is the purpose of the program, why would we have to hike for hours in a jungle.” (Anyar,</p> | <p>“I don't have any specific expectation about OMT 1.” (Sasa, 03/07/2019, 17.00)</p> <p>“We also didn't get any information about what are we going to do, so I just follow what we have to do.” (Sasa, 03/07/2019, 17.00)</p> | <ol style="list-style-type: none"> 1. The participant does not have any specific expectation. 2. Participants only have basic expectations of “outdoor activities” which are hiking, camping, and the outbound activities as it normally does. 3. The participants' lack of information about the program becomes one of the reasons why the interviewees feel half-hearted before participating in the program. |

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| | | | | | 17/09/2019, 15.30) | | |
| The reaction after participating in OMT 1 | “OMT was beyond of my expectations. It turns out that OMT was fun even though tiring at the same time. The activities taught me to be more discipline and be a better vision of me.” (Diyah, 20/05/2019, 18.30) | “I only remember one game that I did in OMT 1. Though I was the one involved, but I still did not know what was the purpose of the game. There are a lot of games we did but not much I can get because the situation is not condusive. But still from OMT 1 I’ve learned that we as a human need to adapt with the nature.” (Via, 23/05/2019, 19.00 WIB) | “... I’m still confused about the purpose of the program, but after it finished, I think I’m okay with even though it was tiring but still fun at the end.” (Dian, 02/06/2019, 14.30) “It is challenging but also given me chances to exploring the nature more, or what we called as ‘Tadabbur Alam’ in Islam.” (Dian, 02/06/2019, 14.30) | “It was tiring at that time since it was a non-stop agenda for the whole 3 days.” (Rendi, 03/07/2019, 12.00) | “Turns out that the program were really fun. The games, the outbound, gave me a new experience that I have never experienced before.” (Anyar, 17/09/2019, 15.30) “There are a lot of group games the we did in the program, but I felt a little bit disagree with the “design” of the program which makes | “... from all of the program in OMT 1, I think one game where we have to make a ship in a lake is what gave me something to learn. I think the rest of the program, such as tracking is only making me tired.” (Sasa, 03/07/2019, 17.00). “I personally am thinking that OMT 1 didn't give any big impacts. I would rather choose to have an internship | <ol style="list-style-type: none"> 1. The participant think that the activity in OMT 1 is more into how we adapt to the nature that will lead into self-discipline and a better vision of themself. 2. The game activities in OMT that include group and teamwork are not effective. 3. OMT 1 was tiring but fun. 4. The concept of the program still have to be considered because it makes the boys’ participants and girls’ participants have much skin-contact and it disturbed one of the interviewee. |

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| | | | | | us (boys and girls) have no boundaries, and it feels disgusting for me.” (Anyar, 17/09/2019, 15.30) | program rather than OMT 1.” (Sasa, 03/07/2019, 17.00). | |
| The learning point that the participant get after participating in OMT 1 | <p>“I became more and more believe to myself that I actually not as weak as what I thought. I also became more discipline because I follow the rules in OMT 1.” (Diyah, 20/05/2019, 18.30 WIB)</p> <p>“Since I got one of the team members who will always</p> | <p>“The most memorable things for me is what I learned by myself according to my experience during OMT 1. Especially when it comes into our relationship with nature, and the preparation for the upcoming.” (Via, 23/05/2019, 19.00 WIB)</p> | <p>“It broaden my connection since I got a lot of new friends from different major, so not only from accounting, but also from industrial engineering, law, or even management and economics.” (Dian, 02/06/2019, 14.30)</p> <p>“I learned a lot about teamwork.</p> | <p>“It taught me to be more independent.” (Rendi, 03/07/2019, 12.00)</p> <p>“From the trust-fall game, I learn to have trust more to another people. I also learn that we will always need somebody else to help.” (Rendi, 03/07/2019, 12.00)</p> <p>“It is all about teamwork. It also taught us to get used to work effectively even in an under pressure condition.” (Rendi,</p> | <p>“OMT 1 make us learn about teamwork the most. And how to tolerate with people with different characteristics.” (Anyar, 17/09/2019, 15.30)</p> <p>“I have more friends from different major in IP. It broaden my connections in IP, I guess.”</p> | <p>“I mostly learn about teamwork, and how to divide our assignment effectively.” (Sasa, 03/07/2019, 17.00).</p> <p>“I also learn about how to understand people with different characteristics through teamwork.” (Sasa, 03/07/2019,</p> | <p>1. According to the participants, the outdoor activities in OMT 1 make them learn about helping each other’s, self-confidence, and teamwork.</p> <p>2. OMT 1 requires the participants to grouping themselves into a small group consists of several members with different character. Understanding that every member has different strength in doing something makes him or her realize that if they want to be succeeding in OMT 1, they have to helping others so that they can pass all of the obstacle together, and it is important to have a good teamwork among the team</p> |

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| | <p>complained to every obstacle she get, I also learned that it is important to help each others whenever one of us were in trouble.” (Diyah, 20/05/2019, 18.30 WIB)</p> <p>“Teamwork is the most memorable things for me since we've done such games where we have to create a boat made of huge water tank and bamboos for crossing over a lake our with our team</p> | | <p>How we can handle the situation where there were people with different behavior, attitudes, and how to understand each others.” (Dian, 02/06/2019, 14.30)</p> | <p>03/07/2019, 12.00)</p>  | <p>(Anyar, 17/09/2019, 15.30)</p> <p>“For solo activities.... I think OMT 1 wanted to taught us to be braver in facing something we never have before.” (Anyar, 17/09/2019, 15.30)</p> <p>“I experienced something that I have never experienced, and the experience that I thought I wont get if I didn't</p> | <p>17.00).</p> | <p>members.</p> <p>3. Not only a group activities, but OMT 1 also consist of solo activities, where the participants are required to do several activities by themselves. Through that activities, it taught them to be braver, and it is important to put their effort as maximum as they can especially when it comes to the physical activities.</p> |
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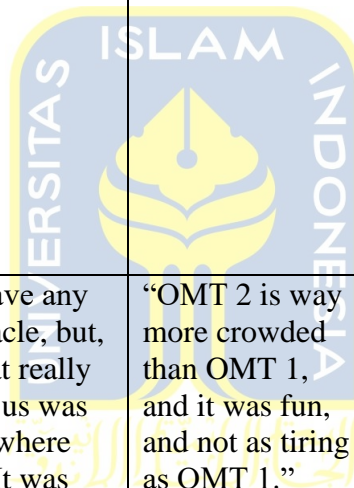
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| | <p>consists of 9-12 members. We will not be succeed if we do not have a good teamwork.” (Diyah, 20/05/2019, 18.30 WIB)</p> <p>“I also learned that struggle is always there. Especially when it comes to a real work experience. Nobody will experience a smooth life with no struggle in it. The important thing is how we can handle that hard situation into something that bring</p> | | |  | <p>participate in OMT 1, such as outbound.” (Anyar, 17/09/2019, 15.30)</p> | | |
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| | benefits us.”(Diyah, 20/05/2019, 18.30 WIB) | to | | | | | | |
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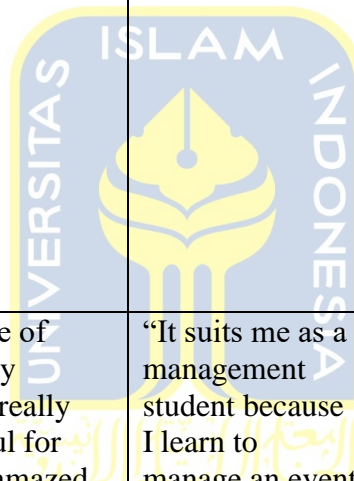


APPENDIX B: Data Reduction Table of Outbound Management Training 2

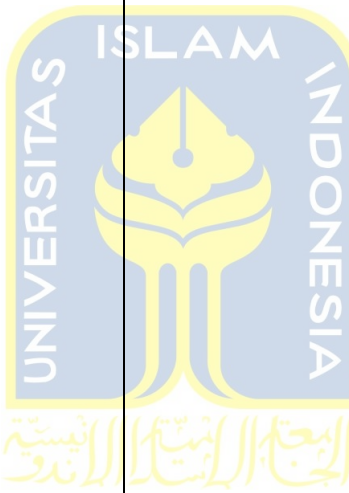
| The inspected problem | Interviewees | | | | | | Analysis |
|---|--|--|---|--|---|---|---|
| | Diyah | Via | Dian | Rendi | Anyar | Sasa | |
| The expectation before participating in OMT 2 | <p>“I expected that everything would go smoothly since there was 2 person becoming the head of kitchen department to handle foods for 100 people.” (Diyah, 20/05/2019, 18.30 WIB.)</p> | <p>“I don't have any specific expectations before participating in OMT 2” (Via, 23/05/2019, 19.00 WIB)</p> | <p>“Some seniors already told us some of the activities that we will do in OMT 2, I also actively asking them about what would we do, especially for kitchen division, so I already expected that my cooking skill would increase.” (Dian, 02/06/2019, 14.30)</p> | <p>“I already knew what are we going to do in OMT 2 because the participant of OMT 2 were there when I participated in OMT 1.” (Rendi, 03/07/2019, 12.00) “I expect that we would manage an “event” in OMT 2.” (Rendi, 03/07/2019, 12.00)</p> | <p>“I already got hints about what are we going to do in OMT 2. I knew about “cooking activity” that we all will have in OMT 2 at that time.” (Anyar, 17/09/2019, 15.30) “Same as OMT 1, I felt a little bit lazy at the first time before participating in OMT 2. Since OMT 2 was held during our semester break.” (Anyar, 17/09/2019, 15.30)</p> | <p>“I already got hints from the seniors about what are we gonna do in OMT 2” (Sasa, 03/07/2019, 17.00)</p> | <ol style="list-style-type: none"> 1. Different with OMT 1, the interviewees have more information about the activities that the participant will get by participating in OMT 2. 2. The participant knew that in OMT 2 they were creating a structure, analogous by a government structure, and she was delegated to be the head of kitchen who is responsible to |

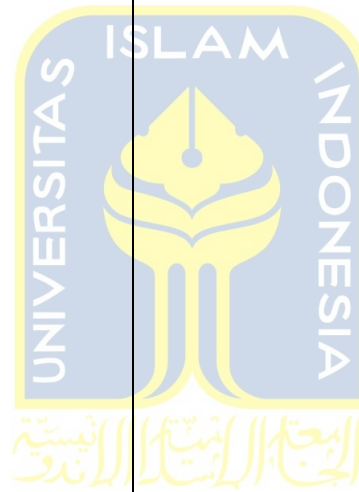


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| | | | | | | | <p>cook for another participants of OMT 1 and OMT 2, for about 100 people.</p> <p>3. There would always be challenge in anything people done even though it is just for a smallest thing.</p> |
| <p>The reaction after participating in OMT 2</p> | <p>“It turns out that my the reality is not as smooth as what I’ve expected. I still have many things to learned as the leader, and it was really really important to hear another opinion from somebody since I made a mistake because I reject to listen to</p> | <p>“Everyone already had their responsibility in each assignment, but still there were still some people who break the rules. In that point I learned about how to practice my patience and be more tolerated to another people so that I wont get</p> | <p>“I don't have any hard obstacle, but, I think that really pitiful for us was the place where we slept. It was very wet since it was raining that day.” (Dian, 02/06/2019, 14.30)</p> | <p>“OMT 2 is way more crowded than OMT 1, and it was fun, and not as tiring as OMT 1.” (Rendi, 03/07/2019, 12.00)</p> | <p>“It was fun, and again I got new experiences that I never had before such as the opportunity to know how it feels to be cattle rancher.” (Anyar, 17/09/2019, 15.30)</p> <p>“I also have critiques for the committees about</p> | <p>“OMT 2 is easier compare to OMT 1 since we don't have do any physical activities just like in OMT 1.” (Sasa, 03/07/2019, 17.00)</p> | <p>1. The participants realize that expectation is different with reality.</p> <p>2. The interviewees thought that it is not easy to work with other people.</p> <p>3. Failure or mistake is one of the ways for the participants to learn.</p> |



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| | <p>another people' advice." (Diyah, 20/05/2019, 18.30 WIB.)</p> | <p>mad easily where in that case we already feel exhausted." (Via, 23/05/2019, 19.00 WIB)</p> | | | <p>the facilities. What I felt is that the facility during our participation in OMT 2 was pathetic because it was wet and stingy." (Anyar, 17/09/2019, 15.30)</p> | | <p>4. Teamwork is different between theory and reality. Giving tolerance and become patience to our team members is different when it comes to the reality.</p> <p>5. The interviewees criticized the facilities that the committees need to consider.</p> |
| <p>The learning points after participating in OMT 2</p> | <p>"I learned what we called 'Tawaddhu' in Islam. Meaning that the knowledge that we already had is still not enough that we still to listen to another advice from another people." (Diyah, 20/05/2019, 18.30 WIB.)</p> | <p>"In OMT 2 I learned about how to adapt and work together with our team. How to practice our patience and not easily get mad to another people." (Via, 23/05/2019, 19.00 WIB)</p> <p>"Time</p> | <p>"The value of community service is really meaningful for me. I am amazed to see how humble they are that they welcomed us as if we are their own family. It was also as a preparation for my fieldwork later." (Dian,</p> | <p>"It suits me as a management student because I learn to manage an event well." (Rendi, 03/07/2019, 12.00)</p> <p>"As we have a task distribution based on division, it is</p> | <p>"Again and again, I learn about teamwork and being tolerate to other people. How to hold our ego with another people with different characteristics." (Anyar, 17/09/2019, 15.30)</p> | <p>"I learned about time-management and teamwork. Time-management is because we have to decide our strategy on how to get our task done on time." (Sasa, 03/07/2019, 17.30)</p> | <p>1. OMT 2 has affect on the physiological sides of the participant. It affect on the form of how we respect others, includes also listen to others' opinion.</p> <p>2. The participant also feel the importance of the delegation in managing people.</p> |

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| | <p>“Management in this term is time management is one of the things I’ve learned in OMT 2. If we had a bad time management at that time then everyone would be late to eat, and if we were bad at managing people, the work would be not successfully performed.” (Diyah, 20/05/2019, 18.30 WIB.)</p> | <p>effectiveness is important when we work at the kitchen. Teamwork is also important and the tasks also need to be fairly divided to have an effective teamwork.” (Via, 23/05/2019, 19.00 WIB)</p> <p>“During the fieldwork in our 6th semester, I realize about the importance of participating in OMT 2 about how to manage our emotions and to deal with another people to have a good teamwork.” (Via, 23/05/2019, 19.00 WIB)</p> | <p>02/06/2019, 14.30)</p>  | <p>important for us to work well together as a team.” (Rendi, 03/07/2019, 12.00)</p> | <p>“OMT 2 also taught about survival skills. Because in OMT 2, our resource is limited, such as the groceries, the distance between the location of the program and nearest traditional market. Therefore, we learn about how to survive through managing limited resource in OMT 2.” (Anyar, 17/09/2019, 15.30)</p> <p>“Since we have to cook for the participants in OMT 1, I think we also learned about how to be responsible to something that is become our duties.</p> | | <p>3. Survival skills also one of the learning points from OMT 2 since they have to manage limited resources.</p> <p>4. Through OMT 2, the participants expected to be more responsible in carrying their responsibilities.</p> |
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Carry out the responsibilities very well is one of the form of how to be responsible to our duties.”
(Anyar, 17/09/2019, 15.30)

“In OMT, we have reflection session in which in we have to speak up about what we have going through during a day in that session. So I thought OMT also taught us to be confidence and to be brave enough to voice our opinion.”
(Anyar, 17/09/2019, 15.30)

APPENDIX C: Data Reduction Table of Outbound Management Training 3

| The inspected problem | Interviewees | | | | | | Analysis |
|---|--|---|---|--|---|---|---|
| | Diyah | Via | Dian | Rendi | Anyar | Sasa | |
| The expectation before participating in OMT 3 | <p>“I’ve heard that OMT 3 was the best amongst all of the OMT we’ve participated.” (Diyah, 20/05/2019, 18.30 WIB.)</p> | <p>“I don't think I could pass OMT 3 the first time we gathered in the socialization of OMT 3. I felt that I would like to giving up before participating in OMT 3 by seeing how hard OMT 3 would be.” (Via, 23/05/2019, 19.00 WIB)</p> | <p>“I heard that it would be scary, the challenge is real, and its totally different with another OMT.” (Dian, 02/06/2019, 14.30)</p> <p>“Scary because people told us that we will be in the jungle for 5 days, and I don't think I can endure that.” (Dian, 02/06/2019,</p> | <p>“Some seniors told us that OMT 3 was the scariest OMT we would ever experienced.” (Rendi, 03/07/2019, 12.00)</p> <p>“OMT 3 is the combination of OMT 1 and OMT 2.” (Rendi, 03/07/2019, 12.00)</p> | <p>“Some seniors told me that we would hike 5 days non stop, and the routes was quiet too far. So I felt a little bit scared.” (Anyar, 17/09/2019, 15.30)</p> | <p>“I expect that the program will be hard from the time we packed our stuffs.” (Sasa, 03/07/2019, 17.00)</p> | <p>1. The participants already have a brief description about how OMT 3 would be. The way OMT 3 conducted scares the participants at the beginning.</p> |



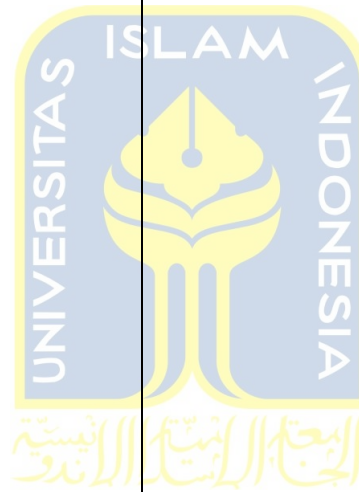
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| <p>The reaction after participating in OMT 3</p> | <p>“I learned how to understand people with different character in OMT 3, and that was important to balancing the team.” (Diyah, 20/05/2019, 18.30 WIB.)</p> | <p>“The after-effect of OMT 3 were not automatically popped out directly after the program is over, but it took a long time until I realize that by participating in OMT 3 gave me a lot of things to learned in my real life, especially when we participated in the fieldwork in our 6th semester.” (Via, 23/05/2019)</p> <p>“When I was participated in the fieldwork, I remember at that time I had a conflict with my group because of their lack of disability in managing their emotions. At that time I was just thinking that if only they were</p> | <p>14.30)</p> <p>“I found that actually OMT 3 gave me a superior experience that I have never had before, and it is something that I cannot have if I learn at the classroom.” (Dian, 02/06/2019, 14.30)</p> | <p>“OMT 3 was the most tiring of all.” (Rendi, 03/07/2019, 12.00)</p> | <p>“It turns out that the facilities in OMT 3 was as pity as what we had in OMT 2. Everything was very limited, included our groceries, tent where we sleep, etc.” (Anyar, 17/09/2019, 15.30)</p> | <p>“It was the most tiring program I have ever joined.” (Sasa, 03/07/2019, 17.00)</p> <p>“Actually I don't feel like OMT 3 gave much impacts to me for this whole time since I don't like any outdoor activities. So OMT 3 is not suits me well.” (Sasa, 03/07,2019, 2019, 17.00)</p> | <ol style="list-style-type: none"> 1. The effects of OMT 3 takes time by the participants for them to realize what the benefits are. 2. OMT 3 gave an experience that the participant cannot get from another program. 3. Being patience is one of the way to make teamwork goes well. |
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| | | participated in OMT, especially OMT 3, they would not behave like what they did at that moment.” (Via, 23/05/2019, WIB) | | | | | |
| The learning point that the participant get after participating in OMT 3 | “Stop blaming others when there was an accidents that was actually caused by yourself, but trying to make a reflections of yourself about what you’ve done that caused that mess.” (Diyah, 20/05/2019, 18.30 WIB.) | “How to control yourself when you were in an under pressure moment is important, and that what I’ve learned from OMT 3. I almost fell from a steep cliff if only I was not hung with the plants surround me, and to survive I just need to be calm so I could think clearly about what I should done.” (Via, 23/05/2019) | “Teamwork and patience are something that I learn the most from OMT 3. I don’t know what would I do if I don’t have enough patience especially if my team members had conflict.” (Dian, 02/06/2019, 14.30) | “OMT 3 taught us to be more well-prepared.” (Rendi, 03/07/2019, 12.00) “As a management student OMT 3 taught me for not easily giving up in a hard situations.” (Rendi, 03/07/2019, 12.00) | “Survival skills and teamwork are the outstanding learning points from OMT 3. You know, it is because the resource that we had in OMT 3 was very very limited, so we have to figure out how to survive with that limited resource.” (Anyar, 17/09/2019, 15.30) “OMT 3 also taught us to be more considerate with our | “Teamwork and survival skills are what I’ve learned from OMT 3. Survival skills is because we have to manage limited resources for 5 days.” (Sasa, 03/07/2019, 17.00) | <ol style="list-style-type: none"> 1. The participants feels they are better in controlling themselves, in this case is their emotions when there are conflicts or problem they faced. 2. The importance of teamwork and patience are the two things that most participants feel after participating in OMT 3. 3. Planning is important before doing something. |

I got by participating in OMT 3. Because there were a lot of occasions where we have to handle everything by ourself, so we need to have the skills of survival when we were alone in the jungle.” (Via, 23/05/2019)

“I also become braver by participating in OMT 3, and also not to be easily panic when I’m in an under pressure conditions.” (Via, 23/05/2019)

“OMT 3 also helped me in my preparation to work for my future on the physiological sides. It courage me to be braver to deal with my boss and my



surroundings, especially our team members.” (Anyar, 17/09/2019, 15.30)

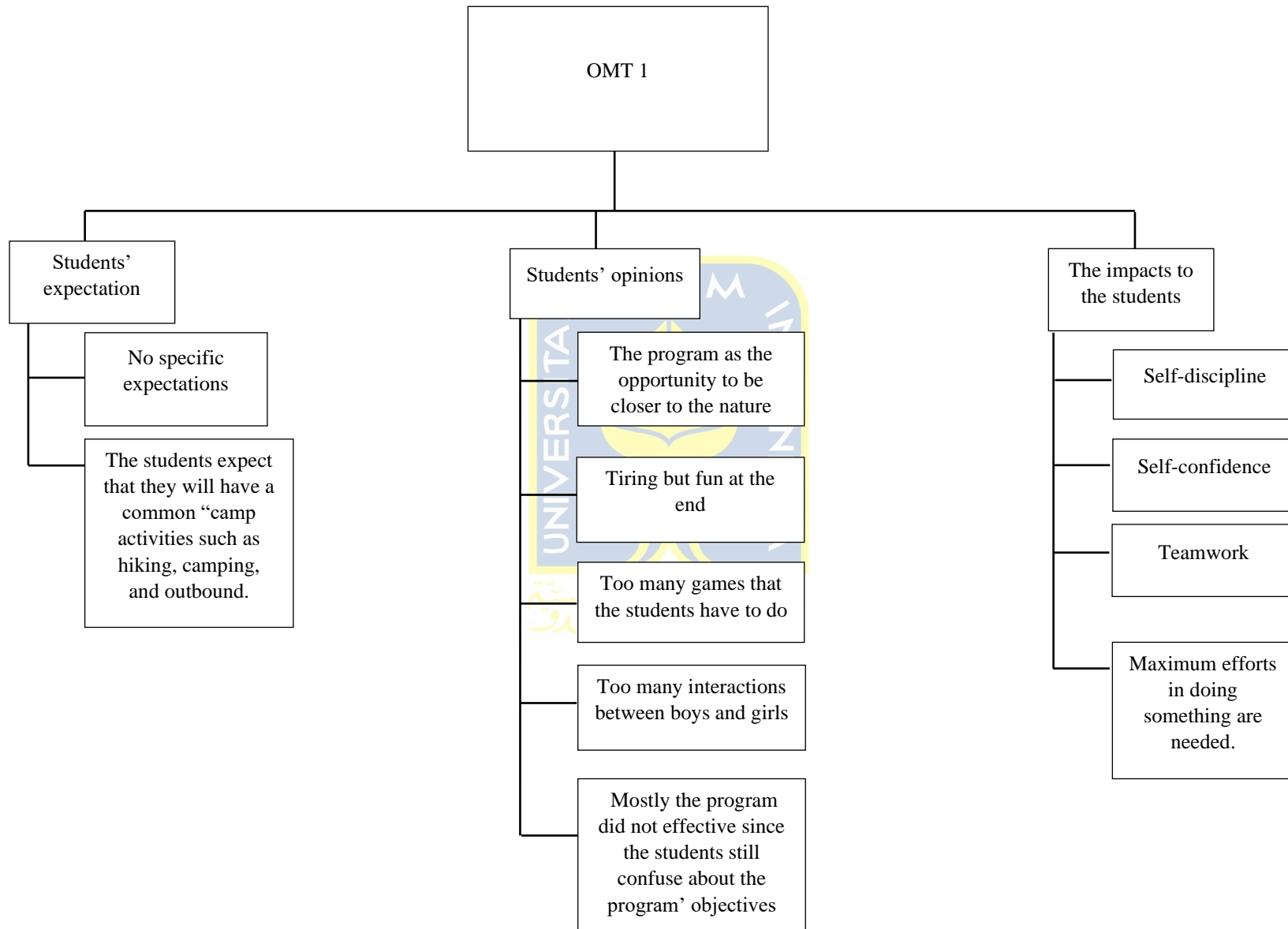
4. OMT 3 has taught the participant to be hard-working.

5. Survival skills and teamwork also something that the interviewees got after participating in OMT 3.

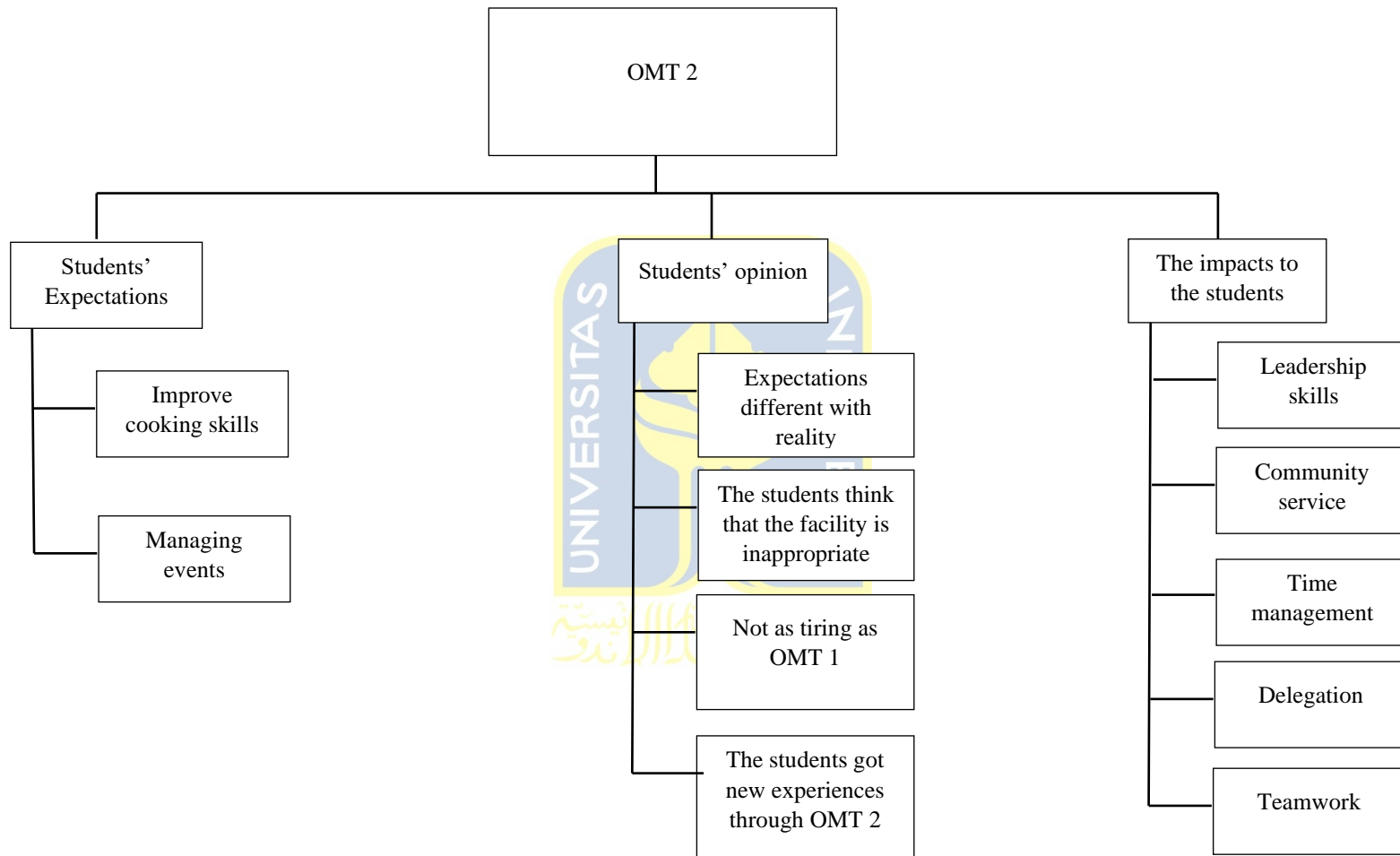
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| | | colleague while working when I took my internship program in Bank Indonesia” (Via, 23/05/2019) | | | | | |
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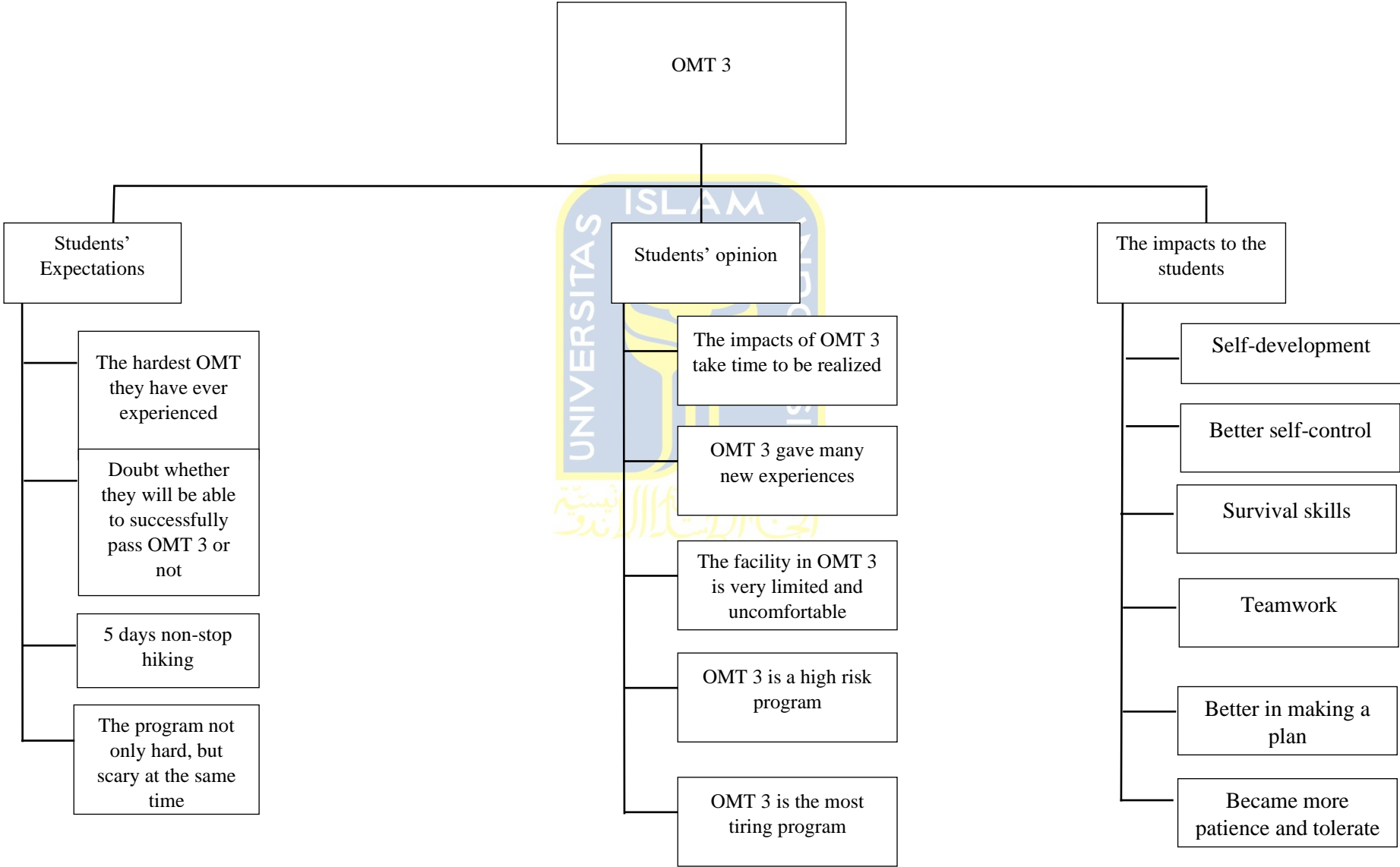
APPENDIX D: Data Display of Outbound Management Training 1



APPENDIX E :Data Display of Outbound Management Training 2



APPENDIX F: Data Display of Outbound Management Training 3



APPENDIX G: INTERVIEW TRANSCRIPT 1

Interviewees:

Name : Diyah Dwi Lestari (Management 2015)

Date : 20th May 2019

Time : 18.30 WIB

Place : Faculty of Economics UII

Interviewer : Sebelumnya boleh minta tolong perkenalin diri dulu?

Interviewee : Aku Diyah Dwi Lestari, mahasiswi Management IP angkatan 2015, asalnya dari Klaten.

Interviewer : Oke. Sebelumnya kamu udah pernah ikut OMT kan?

Interviewee : Sudah.

Interviewer : OMT berapa aja?

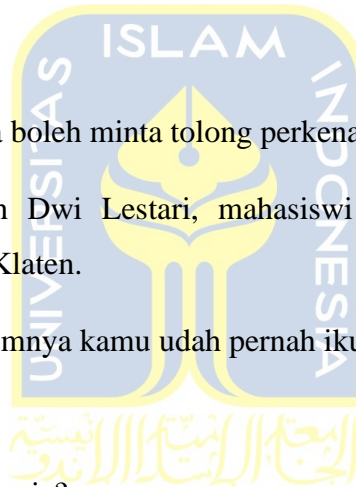
Interviewee : OMT 1, 2, 3

Interviewer : Nah, mulai dari OMT 1 ya. Kamu masih inget nggak OMT 1 itu dilaksanakannya kapan?

Interviewee : *Mmm..* 2017 nggak sih? Eh apa 2016 ya? 2016 ya.

Interviewer : Kamu dulu pas dengar ada OMT, apa yang kamu pahami dari OMT?

Interviewee : yang aku pahami dari OMT itu, kayak orang yang camping-camping gitu, banyak jalan, terus hutan.



Interviewer : Berarti ada 3 keywords ya. Camping, jalan-jalan, hutan.

Interviewee : Iya.

Interviewer : Terus ketika dulu kamu ikut OMT 1, apa yang kamu rasakan, apa yang kamu harapkan?

Interviewer : Yang aku harapkan? *Hmmm..*

Awalnya aku nggak berekspektasi apa-apa sih. Cuma karena itu kan OMT pertama jadi kayak *I have no idea* tentang gambaran OMT itu sendiri gimana meskipun dulu udah dikasi penjelasannya nggak sih itu. Tapi *I have no idea about that* jadi yang ada di pikiranku waktu itu cuma jalan-jalan, camping, dan hutan itu sendiri. Tapi setelah aku dapet itunya, ternyata enak banget walaupun capek sih. Tapi, kayak gimana ya. Melatih aku buat jadi orang yang ngg istilahnya disiplin, dapet. Melatih aku buat jadi orang yang lebih baik, dapet. Disiplin waktu dapet, mungkin waktu awal-awal aku belum ada gambaran. Tapi di akhir *nggg* gambarannya jauh melebihi apa yang aku pikirin.

Interviewer : Tadi kamu kan bilang, ternyata OMT itu kan enak. Kok bisa gitu?

Interviewee : Karena aku basically anaknya itu suka hutan. Jadi suka yang adem-adem gitu, walaupun aku sebenarnya gak suka jalan sih. Tapi dari situ, aku bisa jadi belajar gitu ternyata manusia tu nggak lemah kok. Bisa kok jalan segitu lamanya. Terus ternyata kita juga bisa disiplin waktu kalo kita emang bener-bener. Walaupun kita harus ada mentornya sih, harus ada apa? Fasilnya ya? Tapi kita bisa gitu lho sebagai seorang manusia. Jadi menurutku OMT itu enak, terus jelas tujuannya apa. Dan dapet mmm *keypoint-keypointnya* dari OMT itu sendiri buat anak-anak. Menurutku sih gitu.

Interviewer : Terus tadi kan kamu juga bilang nih, kalo ternyata OMT itu tujuannya dapet. Menurutmu, tujuan dari OMT 1 sendiri itu apa?

- Interviewee : Dari OMT 1 ya?
- Interviewer : Iya. Tapi dari sepenangkepmu aja.
- Interviewee : Kalo... kan aku udah ngelewatin OMT 1, 2, 3, kalo yang paling susah itu OMT 3, paling susah kedua itu OMT 1, dan paling susah ketiga itu OMT 2.
- Interviewer : Kenapa menurutmu OMT 1 jadi kedua yang tersusah?
- Interviewee : Karena jalannya lebih... dibanding OMT 2, jalannya lebih lamaan OMT 1 dan kalo OMT 1 itu kita kan masih bisa istirahat kan. Tapi kalo OMT 3 kita kan nomaden. Jadi kayak 1 hari tinggal, nanti besoknya kita jalan lagi kayak gitu. Tapi kalo OMT 1 kan kita jalan memang, 6 jam... 6 jam-an kalo nggak salah, ya? 6 jam apa 5 jam gitu. Terus abis itu kita kan menetap 3 hari, kita kan nggak jalan-jalan.
- Interviewee : Berarti kamu paham tujuan dari OMT 1 kemaren apa? Dari aktivitas-aktivitasnya? Ngapain aja sih emangnya di OMT 1?
- Interviewee : Yang paling aku inget, kita ngerakit kapal. Paling inget.
- Interviewer : Kenapa itu yang paling diinget?
- Interviewee : Kita ngerakit kapal buat 9 orang apa 12 ya? Sekitar 9 sampe 10 orang dan kita bisa gitu. Karna teamwork itu sendiri, dan karna kerja dari fasilnya. Fasilnya ngarahin kita, dan kita bisa gitu. Dan itu bukan kayak gimana ya, yang yaudah danau kecil gitu. Itu danau besar, kita mengelilingi itu dari kapal yang kita buat, dan kita nggak nyemplung gitu loh. Yang paling aku inget itu, ternyata teamwork itu mempermudah kerja terus, kalo emang kita betul-betul ngerjainnya dengan baik, sampai tujuan kita nggak bakalan nyemplung. Artinya, maksudnya kita nggak bakalan gagal gitu kalo directionsnya bener. Itu sih.
- Interviewer : Kalo itu, tujuan yang lain yang masih kamu inget dari OMT 1?

Interviewee : Saling tolong menolong.

Interviewer : Kenapa saling tolong menolong?

Interviewee : Soalnya pas waktu kita lagi jalan yang 6 jam itu kan ya, aku inget banget, aku dapet anggota kelompok yang kayak dikit-dikit ngeluh gitu kan. Tapi disitu kita nggak yang sebel apa gimana gitu. Kita justru disitu, oh ternyata ada orang lain ya yang apa namanya, nngg, istilahnya kayak kurang tenaga daripada kita, ya kita tolonglah. Kita kan juga namanya temen gitu. Kita nggak yang ambis, harus ayo dong cepet-cepet sampe. Dan fasilitasnya juga nggak, nggak yang riweuh “ayo dek cepet!”, nggak yang, yang penting tuh kita kerjasama tim, tolong menolong, udah sih itu. “Aduh aku lemes!” ada yang bilang gitu, kita kasih coklat. Kita istirahat dulu. Gitu sih.

Interviewer : Terus sejauh ini, dampak dari OMT 1 yang menurutmu paling ngenaa banget. Yang ketika kamu belajar, ketika kamu tau, itu tu tujuannya ini, A itu tujuannya B, kamu ngerasa kok ngena banget yaa. Atau berdampak banget sampe sekarang?

Interviewee : Yang itu tadi. Yang saling tolong menolong itu tadi. Jadi, kayak, kita tu sebenarnya juga lagi berusaha kan. Tapi kita juga menolong orang lain. Itu namanya tu cinta, katanya. Namanya itu cinta. Bukan tolong menolong yang secara formal gitu loh. Tapi, ya kalo kita menolong orang lain, padahal kita sendiri juga lagi berusaha, itu namanya cinta. Kasih sayang, gitu. Dan itu yang seharusnya dimiliki sama orang-orang jaman sekarang nggak siiih. Menurutku itu sih yang paling ngena di aku sampe sekarang.

Interviewee : Kalo misalnya nanti kamu kerja, menurutmu akan ada impactnya nggak?

Interviewee : Ada. Struggle, teamwork, sama tolong menolong. Iya itu, struggle, teamwork, sama tolong menolong.

Interviewer : Kenapa struggle dikaitkan dengan dunia kerja?

Interviewee : Karena dunia kerja itu mmm.. kadang orang kan berekspektasi mudah. Yaa.. aku kerja kan ya kerja aja deh. Padahal dia nggak tau sebenarnya banyak juga kan rintangannya dalam dunia kerja. Apalagi kita berhubungan sama orang lain, bukan diri kita sendiri. Tapi orang lain gitu loh. Jadi, ya struggle itu penting. Kalo nggak ada struggle yang ngajarin dari OMT 1 bahwa ternyata kita bisa jalan selama 6 jam dengan teamwork dengan saling tolong menolong. Menurutku, di dunia kerja kalo nggak ada struggle, pasti kita udah kayak nyerah duluan gitu loh. Jadi kayak, yaudah misalnya nanti ada *customer* yang marah-marah, terus nggak ada strugglennya ya, yah marah, yaudah. Bisnis kita stuck deh. Kita nggak ada inovasi lain, nggak ada ide lain. Menurutku impact yang aku dapet dari OMT 1 sih, sejauh ini sih itu.

Interviewer : Kalo OMT 2 masih inget nggak?

Interviewee : Masih lah. Itu paling gampang tu.

Interviewer : Coba ceritain kenapa OMT 2 jadi yang paling diinget?

Interviewee : Kita itu kayak membuat suatu Negara gitu nggak sih.

Interviewer : Memangnya kamu jadi apa waktu itu?

Interviewee : Jadi yang masak. Ketua masak.

Interviewer : Terus apa yang kamu pahami dari OMT 2? Lalu juga, sebelum kamu ikut, kamu ada harapan apa gitu, dengan ikut OMT 2 kamu bakalan dapat apa? Atau apa yang kamu rasakan sebelum ikut OMT 2?

Interviewee : Aku berekspektasi bahwa, apa yang aku kerjakan itu mulus-mulus aja. Karena aku jadi ketua dapur, *which is*, aku yang ngurusin makannya 100 orang. Bayangin, walaupun itu ada 2 kepala kan ya, ada 2 kelompok gitu kan. Ekspektasi ku itu. Aku menjalankan semuanya dengan seperfect yang aku bisa.

Interviewer : Yang kamu rasakan pas ikut OMT 2?

Interviewee : Ternyata kita nggak bisa perfect. Waktu jadi ketua pun aku masih harus belajar men delegasikan, aku salah masak nasi. Yang itu berimpact sama orang-orang yang makan. Jadi nasinya gosong gitu loh. Jadi kayak bau gosong gitu loh. Jadi, masak, tapi tuh dibawahnya kan gosong, jadi keatas tuh baunya gosong waktu kita makan. Disitu aku belajar, aku disitu kayak yaa.. aku kan biasanya masak, gitu kan. Jadi yaa aku mengimplementasikan apa yang pernah aku alamin, ya kan. Ternyata, beda masak dalam rumah besar dan kecil itu beda. Dari situ, ada orang yang ngasi masukan. Awalnya kan nggak diterima tuh, aku nggak terima masukan itu karena menurutku masak ini, menurutku udah bener gitu. Tapi ternyata, lewat masukan-masukan dari orang itu, kita bisa kok masak. Yang awalnya, aku sedih banget tu waktu itu yang aku gagal masak, jadi kayak 100 orang makan nasi gosong.

Interviewer : Terus caramu buat memperbaiki itu waktu itu?

Interviewee : Aku lebih mendengarkan orang lain. Lebih, istilahnya tawaddhu, rendah hati gitu loh. Bahwa, ternyata ilmu yang kita punya, nggak selalu yang terbaik gitu loh. Sempet nggak percaya diri sih, sedih gitu, tapi untungya itu tadi, dapet temen-temen dan teamwork yang bagus.

Interviewer : Jadi lagi-lagi teamwork ya.

Interviewee : Iya. Temen-temennya yang menyemangati, yang, udah nggak usah dipikirin. Yang penting kita masaknya bareng-bareng lagi. Kita mulai lagi.

Interviewer : Terus value yang kamu dapet selain itu ada lagi nggak?

Interviewee : Aku belajar manajemen.

Interviewer : Manajemen dalam arti?

Interviewee : Manajemen dalam arti manajemen waktu, manajemen sumber daya. Kalo aku nggak bisa manajemen waktu dengan baik, 100 orang nggak bisa makan tepat waktu. Aku nggak bisa manajemen sumber daya, ada orang yang kerjanya *overwork*, jadi kayak ada yang nggak kerja. Padahal disitu kita sama-sama belajar, kalo ada yang nggak dapat kerjaan, kasian dong dia nggak bisa belajar. Valuenya itu, manajemen. Dan sekarang aku masih harus belajar manajemen.

Interviewer : Terus OMT 3, apa yang kamu tahu tentang OMT 3?

Interviewer : OMT 3, sabar dan ikhlas.

Interviewee : Kenapa?

Interviewer : Di tim ku itu ada satu cewek, dia anak Akuntansi. Karna ada member laki-laki, dia kayak *egois* gitu, terus dia nggak mau satu tim sama laki-laki itu tadi. Jadi dia pengen ke tim lain. Which is, jadi tinggal aku sendiri doing cewek. Disitu rasanya pengen nangis dong, pengen ya maksudnya kita udah capek tu lho. Udah nomaden loh, udah jalan berapa lama dan harus ngadepin karakter-karakter orang kayak gitu. Dan, aku anak Manajemen sendiri. Perempuan, manajemen sendiri diantara anak-anak Akuntansi. Yang bisa aku lakuin cuma sabar, ikhlas. Sebenarnya pengen marah, tapi untungnya fasil-fasil, teamwork lagi-lagi teamwork, ada orang yang, “Udah dii.. ayo sini aku bantuin. Ayok sama-sama lagi, namanya Ayyun. Ayyun, Sarah, yuk aku bantuin. Kita sama-sama masak, kita sama-sama ngangkut-ngangkut barang. Dan ternyata dari aksi itu tadi, cewek-cewek yang awalnya kerjanya biasa-biasa aja, jadi mau bantuin! Terus kita jadi kompak. Dan katanya OMT 3 terbaik, gimana ya bahasanya. Paling cepet tracknya dan paling cepet selesainya OMT 3 ku itu. Grup berapa ya aku lupa. Katanya, katanya sih. Tapi aku nggak tau bener atau enggak. Lagi-lagi balik ke teamwork. *Ikhlas, sabar, teamwork*, jadiin semuanya lebih mudah. Walaupun, situasinya nggak mudah.

Interviewer : Selain itu hal yang paling membekas di OMT 3?

Interviewee : Dari OMT 3 bikin aku bangga sama karakter-karakter orang. Ada yang nyebelin, ada yang nyenengin. Tapi memang dalam satu grup, itu dibutuhkan gitu loh. Kalo nggak ada yang nyebelin, kita nggak bisa belajar ikhlas, kita nggak bisa belajar sabar. Kalo nggak ada yang nyenengin, kita nggak bisa terhibur. Justru, banyaknya karakter orang-orang itu, itu unik gitu. Yang buat lengkap, gitu di suatu kelompok. Itu sih.

Interviewer : Ada kejadian lagi di OMT 3?

Interviewee : Ada hahaha. Aku kepeleset tuh. Kepeleset. Jadi kayak kepeleset. Jadi kan sakit tuh. Tapi lagi-lagi fasil bilang, kalo kamu kayak gini, jangan nyalahin batu, jangan nyalahin orang lain. Tapi salahin dirimu sendiri. Kenapa kamu nggak hati-hati. Jadi yang diajarin fasil, kita nggak boleh *playing victims*, kita nggak boleh merasa kita yang jadi korban. Kalo kita pikir kayak apa sih namanya, *helicopter view? Drone view, drone view!* Kita lihat lebih luas lagi, sebenarnya siapa sih yang salah, sebenarnya diri kita sendiri karena kita kurang hati-hati. Kadang kan kalo orang kena apa kan, jatuh apa gimana, kadang nyalahin lingkungannya, tapi yang seharusnya disalahkan diri kita sendiri. Maksudnya nyalahin yang, nggak yang *blaming others* tapi lebih ke introspeksi diri.

APPENDIX H: INTERVIEW TRANSCRIPT 2

Interviewees:

Name : Silvia Ika Anggraini (Management 2015)

Date : 23th May 2019

Time : 18.30 WIB

Place : Faculty of Economics UII

Interviewer : Halo, boleh perkenalkan dirinya dulu?

Interviewee : Silvia Ika Anggraini biasa dipanggil via atau silvia dari Manajemen IP angkatan 2015 konsentrasi Finance.

Interviewer : sebelumnya pernah ikut OMT?

Interviewee : Ikut OMT 1, 2, dan 3. Udah ikut semuanya dengan waktu yang sudah ditentukan dan Alhamdulillah berjalan dengan bisa dibilang lumayan lancar.

Interviewer : Kira-kira masih inget nggak dengan kegiatan-kegiatan dari OMT tersebut? Dimulai dari OMT 1.

Interviewee : *Mmm..* coba aku refresh dulu yaa. OMT 1 itu yang kita pertama kali berhenti di sebuah warung habis itu kita masuk ada gapura, itu gapura awal mula kita masuk ke hutan. Dan disitu posisinya hujan, jadinya disuruh pakai hujan dan disitu keadaannya udah berkelompok-kelompok.

Interviewer : Sebelum ikut OMT 1 dulu, udah punya gambaran belum kalau OMT 1 bakal seperti apa?

Interviewee : Nggak sih. Cuma taunya kalau di OMT 1 itu kita bakalan naik gunung dan bakalan ada game-game gitu.

Interviewer : Terus kira-kira ada ekspektasi khusus nggak yang muncul sebelum ikut kegiatan OMT 1 itu sendiri?

Interviewee : ekspektasi khusus kayaknya nggak ada sih. Emang dari awalnya cuma mikir dari awal kalau aku bakalan ikut naik gunung gitu doang.

Interviewer : Berarti dari awal emang mikirnya cuma untuk naik gunung gitu ya?

Interviewee : Iya bener.

Interviewer : Ketika udah ikut OMT 1 gimana reaksinya?

Interviewee : Setelah ikut OMT 1 masih ngerasa tersiksa sih. Soalnya waktu itu aku dipaksakan untuk ikut padahal aku baru aja sembuh dari tifus.

Interviewer : Oh iya? Lalu waktu itu gimana?

Interviewee : Rasanya yaa mau nggak mau harus ikut dan harus dikuat-kuatin sesuai kemampuan.

Interviewer : Maksudnya sesuai kemampuan?

Interviewee : Kalau nggak mampu ya istirahat gitu deh. Bahkan waktu itu aku sempat kena hipotermia loh. Jadi waktu itu di tenda, aku dipeluk nggak tau siapa terus dibalurin minyak, tapi aku nggak inget waktu itu aku sadar apa enggak. Jadi aku ingetnya waktu itu aku udah menggigil aja. Soalnya waktu itu hujan dan kondisiku lagi nggak fit. Apalagi waktu itu kita kegiatan full seharian kan, dan nggak ada ganti baju dari awal kegiatan.

Interviewee : Oh iya, ada satu sih yang paling aku inget. Waktu itu ada game pas kita baru banget naik. Disitu kita diminta buat ngambil sesuatu kayak kertas, atau hom pim pah gitu di sebuah pos, jadi disitu untung-untungan gitu. Yang beruntung bisa dapet makan atau apa gitu aku lupa. Nah, kalau disitu aku

ditali sama satu cewek lain, jadi selama kita jalan sampe pos lain kita ditali gitu.

Interviewer : Oke.. emangnya makna dibalik game itu apa?

Interviewee : Nggak tau. Soalnya saat itu aku masih belum ngerti apa-apa soal OMT 1.

Interviewer : Berarti dari kamu sendiri, setelah ikut OMT 1 nggak punya kesan apa-apa gitu? Entah itu sesuatu yang bisa dijadikan pembelajaran?

Interviewee : *Mmm..* apa ya. Kayaknya belum ada sih. Meskipun waktu itu banyak banget kegiatan berupa games yang kita lakuin, aku merasa itu tuh cuma sekedar games biasa. Yang berkesan buat aku ya yang dari sendiri. Apa yang kita dapat gitu loh. Selama kita naik, selama kita jalan sendiri, selama kita ngelakuin kegiatan-kegiatan yang kayak solo, ngelewatin letter T, sama apa yang semesta alam kasih ke kita.

Interviewee : Oh iya.. mungkin menurutku di OMT 1 kita tuh latihan buat OMT-OMT selanjutnya karena disitu kita latihan dengan alam. Gimana kita beradaptasi dengan alam. Nah kalau di OMT 2 itu kita beradaptasi dan bekerjasama dengan kelompok kita. Gimana kita ngelatih sabar, jangan sampai dibawa emosi.

Interviewer : Kenapa bisa seperti itu?

Interviewee : Karena di OMT 2 waktu itu kita ada pembagian tugas gitu kan. Ada yang masak, cuci piring, dll. Nah karena pembagian tugas itulah yang menguji kesabaran kita karena ada beberapa orang yang mungkin nggak menjalankan tugasnya sesuai dengan yang udah disepakati. Padahal disitu kondisinya tentu kita semua udah capek kan, tapi ya gitu. Makanya disitu kita melatih diri kita gimana caranya buat sabar, mengendalikan emosi disaat kita lagi capek terus ngadepin temen yang menguji kesabaran.

- Interviewer : Ah I see.. lalu selain itu ada yang lain nggak yang bisa didapatkan dari OMT 2?
- Interviewee : Ada lagi. Itu tentang efektivitas waktu, terutama pas kita masak. Karena pas malemnya kita udah harus tata masakan kan. Jadi belajar kerjasama juga harus dapet. Ada yang nata makanan, ada yang ngiris-ngiris, bersih-bersih.
- Interviewer : Oh iya, sebelum ikut OMT 2 ada ekspektasi gitu nggak sebelum ngikutin kegiatannya?
- Interviewee : kalau harapan sebelum ikut OMT 2 nggak ada. Tapi setelah ikut OMT 3 baru tau semua manfaatnya. Tapi dapet valuenya bukan setelah persis, tapi baru berasa waktu KKN.
- Interviewer : Oh berarti pas OMT 3 ada ekspektasi nggak sebelum ikut kegiatan-kegiatannya?
- Interviewee : Waktu itu aku mikirnya kayak, duh aku bisa nggak ya ikut OMT 3 ini. Gila aja 5 hari 4 malem di hutan, disuruh bawa tas seberat itu. Kayaknya aku nggak bisa deh, jadi aku kayak udah mau nyerah, bawaannya misuh-misuh kayak, ini acaranya ngapain sih nggak penting. Itu yang aku rasain dan pikirin sebelum menjalankan OMT. Tapi kembali lagi, itu kewajiban jadi mau nggak mau ya harus dijalani.
- Interviewee : Jadi, ketika aku menjalani OMT 3 itu gimana kita mengontrol diri kita sendiri, kita harus gimana. Soalnya saat itu kita sering banget kan di posisi dimana kita harus ngapa-ngapain sendirian. Kayak menjaga diri, bahkan even waktu itu aku nggak pake sepatu gunung hahaha. Aku pake sepatu running gara-gara nggak dapet penyewaan sepatu gunung, dan karna itulah aku harus sering ditemenin meskipun kadang-kadang ada juga saat aku sendirian dan harus bertahan sendiri.

Interviewee : Dan ada cerita menarik waktu aku sendirian, dimana disitu aku hampir, nyaris terperosok jatuh ke jurang seandainya aku nggak pegangan sama tumbuhan yang ada di kiri kanan. Ceritanya waktu itu disitu jalanannya licin banget, terus aku liat ke belakang, ke depan nggak ada orang. Akhirnya aku waktu itu tetap jalan dengan kondisi pegangan ke apapun termasuk tumbuhan yang ada di kiri dan kanan meskipun aku takut itu beracun. Jadi waktu lagi under pressure, aku mencoba tetap tenang dan mikir gimana caranya biar aku nggak keracunan tumbuhan yang aku pegang dan bisa bikin aku gatal-gatal, panas dan sebagainya. Lalu tiba-tiba keinget caranya itu digosokin ke rambut ala orang-orang jaman dulu.

Interviewee : Jadi disitu aku belajar gimana mengontrol diri dalam keadaan dibawah tekanan pas lagi sendirian sih. Gimana tetap tenang meskipun dalam keadaan genting itu penting supaya nggak celaka kedepannya.

Interviewee : Ada cerita menarik lain waktu aku ikut OMT 3. Jadi waktu itu menjelang maghrib, aku jalan sama pak Ustadz sementara yang lainnya gatau kayaknya masih di belakang. Terus senter, dan alat-alat penerangan yang lain itu aku titip ke fasilitator jadi yang ada di aku cuma powerbank yang mau abis yang ada senternya dan Pak Ustadznya gak bawa apa-apa. Itu posisinya juga kita sama-sama gak tau jalan jadi akhirnya kita nekat. Akhirnya kita inisiatif buat nyenterin belakang dan jarak jauh siapa tahu ada yang bales jadi kita tau jalan yang kita ambil itu bener. Tapi gak ada yang bales dong. Jadi akhirnya kita tetep jalan. Sampe 3 kali kita nyenterin, ternyata alhamdulillah ada yang balesin jadi kita tau jalannya bener.

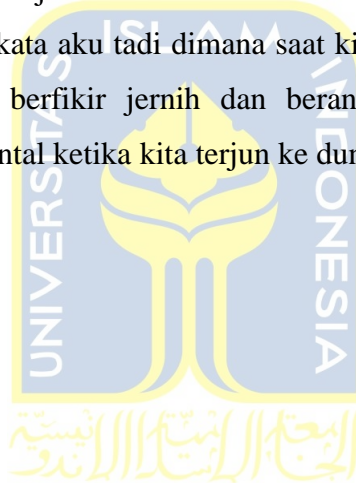
Interviewee : jadi disitu aku belajar berani, nekat, dan pasrah sih hahhaa. Dan yang pasti nggak boleh panik.

Interviewer : Selain itu, mungkin dari proses persiapannya ada yang bisa diambil pelajaran?

- Interviewee : Oh.. mungkin ini ya. Ngikutin peraturan ya. Disuruh bawa tas yang ada minimalnya, ya ikutin. Soalnya waktu itu aku melanggar peraturan alias bawa tas yang kecil. Akhirnya aku dipinjem tasnya HRead meskipun itu menyiksaku karna bikin aku banyak luka-luka hahaha.
- Interviewee : Selain itu aku bersyukur sih teman-teman sekelompokku baik dan saling membantu.
- Interviewer : Oke.. Tadi kamu juga ada kaitkan antara OMT 1 sampai OMT 3, itu gimana maksudnya?
- Interviewee : Jadi, setelah OMT 1 dan OMT 2 kayaknya belum berasa apa-apa ya. Tapi setelah OMT 3, efeknya baru terasa di kehidupan yang sebenarnya. Misalnya pas KKN. Namanya KKN ya, kenalan sama orang baru, kita harus tinggal 1 rumah dengan orang baru dengan sifat mereka yang berbeda. Sampe aku mikir, andaikan mereka-mereka ini ikut OMT pasti sifat mereka nggak akan kayak gini. Kayak, mereka tu nggak bisa respect sama temen sendiri dan omongannya kasar.
- Interviewer : Jadi maksudnya setelah ikut OMT itu bisa bikin kita respect ke orang?
- Interviewer : Iya bener banget. Dan aku rasa itu muncul mulai dari ikut OMT 2. Karena disitu kita belajar kerjasama dan seperti yang aku bilang tadi, kita harus bisa ngontrol emosi kita sendiri. Sedangkan di KKN, anak-anak yang nggak ikut OMT, mereka kesel ya emosi, berantem.
- Interviewer : Jadi ada yang lebih spesifiknya gitu nggak?
- Interviewee : Mungkin mulai dari OMT 1, itu lebih ke persiapan naik gunung untuk OMT 3 sih. Kalau OMT 2 baru ke orang-orangnya. Kalau OMT 3, itu baru keseluruhannya.
- Interviewer : Oh iya, kalau nggak salah kamu juga pernah magang ya? Kira-kira OMT ini ada impactnya nggak ke kamu yang pernah magang?

Interviewee : Wah, itu kerasa banget. Aku pernah ya, ada random discussion gitu sama anak-anak non IP. Jadi mereka kayak cerita gitu, mereka pengen banget ngelakuin ini itu, tapi mereka takut. Kayak pengen magang, ambil sertifikasi, tapi mereka bingung. Terus aku jadi ngerasa aja, benefitnya jadi anak IP ini dengan training-trainingnya jadi bikin aku ngerasa lebih terarah aja buat menentukan masa depanku.

Interviewee : Nah selain itu, pas aku magang kerasa banget *after effect* nya OMT. Misalnya nih, waktu magang kan kita harus berurusan sama atasan-atasan kan, kayak direktur lah, manajer lah, dan lain-lainnya. Nah OMT ini mengajarkanku jadi lebih berani. Terutama pas OMT 3 kan kita ditantang seperti yang kata aku tadi dimana saat kita sendiri gimana kita ngontrol diri kita sendiri, berfikir jernih dan berani. Jadi lewat OMT itu lebih ke persiapan mental ketika kita terjun ke dunia kerja.



APPENDIX I: INTERVIEW TRANSCRIPT 3

Interviewees:

Name : Ardian Savita Nugraheni (Accounting 2015)

Date : 2nd June 2019

Time : 14.30 WIB

Place : Phone call interview

Interviewer : Halo, perkenalkan nama kamu dulu dong.

Interviewee : Namaku Ardian Savita Nugraheni dari prodi Akuntansi IP angkatan 2015.

Interviewer : Sebelumnya udah pernah ikut OMT kan, baik itu OMT 1, 2, dan 3?

Interviewee : Udah.

Interviewer : Oke.. Kita mulai dari OMT 1 ya. Kira-kira masih inget nggak tentang OMT 1 itu apa? Baik itu kegiatannya dll?

Interviewee : OMT 1 kita itu kan.. tracking pendek gitu kan, *hmm..* kayaknya iya masih dikit-dikit.

Interviewer : Kira-kira ada ekspektasi gitu nggak dari OMT 1?

Interviewee : Kalo ekspektasi, karna OMT 1 itu masih baru ya, kita juga masih maba kan jadi masih menerka-nerka ini program apa sih gitu kan, nanti kedepannya bakal gimana sih. Jadi tu masih kayak, masih sering mikir apaan sih pake acara-acara kayak gini gitu kan. Karna sebelumnya juga gak pernah ikut-ikut

kegiatan kayak gini kan, tau-taunya di kuliah ada yang kayak gini. Terus sebenarnya masih sering mempertanyakan apa esensinya.

Interviewer : Berarti kamu dulu pas ikut OMT 1 itu belum punya gambaran kalo OMT 1 itu bakalan ngapain gitu?

Interviewee : Nggak ada gambaran dan nggak ada ekspektasi apapun.

Interviewer : Terus ketika menjalani OMT 1 gimana pendapatmu?

Interviewee : Seneng sih, ternyata seru ya kegiatannya, karna outbound mungkin.

Interviewer : Ketika OMT 1 kamu ada hambatan-hambatan yang berarti nggak kira-kira?

Interviewee : Hambatannya *hmmm..* apa ya... kayaknya nggak ada sih. Paling aku tu cuma masih mempertanyakan aja program ini tuh ngapain sih.

Interviewer : Terus dari OMT 1 kira-kira ada hal yang bisa kamu pelajari nggak?

Interviewee : *hmm...* kalo OMT 1.. karna itu masih di semester 1 sih, jadi istilahnya karna masih maba, saat itu ngerasa barrier di temen-temen aja, karna temen-temenku masih anak *Accounting* aja. Sedangkan, ketika OMT 1 kan yang ikut anaknya campur-campur kan, ada yang dari FTI, FH, dll. Jadi mau nggak mau harus bisa membaur.

Interviewer : Oh.. *okay*. Terus kan ya, ini kamu kan dari *Accounting* kan, kira-kira program-program kayak gini ada manfaatnya nggak sih buat kamu yang *notabenenya* dari jurusan Akuntansi?

Interviewee : Yang pastinya ada ya. Terutama yang itu tadi sih, masalah berbaur sama orang baru. Jadi kita kayak harus belajar gimana bisa berbaur sama lingkungan baru.

Interviewer : Kalau aktivitas kayak *tracking*, *hiking*, dll. Menurutmu ada manfaatnya nggak sih buat kehidupan kita nanti?

- Interviewee : Mungkin kalau dari sisi sebagai akuntan, itu tuh kok kayaknya nggak ada ya. *Hmm..* tapi kalau dari segi kehidupan secara umum, mungkin ini bisa jadi pengenalan kita ke alam, apalagi ke orang yang jarang explore nature kayak aku ya, yang awalnya nggak tau Mojosemi jadi tahu sekarang. Tapi ini serius sih, kalo bukan gara-gara OMT kayaknya aku gak akan pernah kesitu.
- Interviewer : Kira-kira ada nggak kegiatan yang paling kamu inget pas OMT 1?
- Interviewee : Kalo aku paling yang paling diinget kegiatan-kegiatan yang membutuhkan kerjasama tim gitu sih, dit. Soalnya paling asik *nek* menurutku. Terus juga *challenging* karna *teamwork* kan, jadi kayak kita harus memahami anggota tim satu sama lain. Gimana caranya kita paham satu sama lain.
- Interviewer : Kalo tentang OMT 2, gimana? Masih inget nggak kira-kira?
- Interviewee : OMT 2 itu yang tentang masak-masak itu kan ya? Yang ada tracking-trackingnya juga dikit, tapi lebih condong ke pengabdian gitu sih. Nggak ada yang *outbound-outboundnya*.
- Interviewer : Saat itu juga ada pembagian tugasnya dan aku jadi tim dapur. Memang ikut masak, jadi lebih ke bertanggung jawab untuk urusan makanan yang dimasak dan ada pembagian tugas lagi ntar. Jadi ada koordinasi nanti pekerjaan yang ada di dapur tu pembagiannya gimana. Jadi lagi-lagi balik ke *teamwork* sih.
- Interviewee : Selain itu ada lagi nggak kira-kira?
- Interviewer : *Mmm...* paling yang utama itu sih. Kan anggotanya banyak kan, jadinya banyak juga yang mau ngebantuin di dapur. Jadi pendelegasian tugasnya juga harus baik biar semuanya kepegang.
- Interviewee : Lalu ketika menjalani OMT 2, kira-kira ada kesulitan-kesulitan yang berarti gitu nggak?

- Interviewee : Tidurnya kali ya ahahaha. Menyedihkan dan nggak enak soalnya. Sama-sama di hutan sih ya, jadi itu juga nggak yang di tempat datar gitu kan, selain itu masalahnya juga waktu itu pas musim hujan kan. Ah... itu susahlah pokoknya, tidurnya nggak nyaman.
- Interviewer : Berarti kalo kayak permasalahan lain, kayak konflik-konflik gitu nggak ada?
- Interviewee : Kalo yang lainnya nggak ada sih.
- Interviewer : Oh iya, kan istilahnya kamu udah ada bayangan gitu kan dari OMT sebelumnya. Kira-kira punya ekspektasi gitu nggak dari OMT 2? Kira-kira bakalan belajar apa gitu?
- Interviewee : Udah dikasi tau sih sebelumnya, kita juga kan sering nanya-nanya nanti OMT 2 tu kayak gini. Jadi waktu itu berharapnya aku jadi bisa masak sih hahaha. Tapi ternyata dimasukinya bareng-bareng juga kan jadi kayak udah sesuai dengan kesepakatan bersama.
- Interviewer : Terus kalau dari yang OMT 2, nilai-nilai apa yang bisa kamu kaitkan dengan kehidupanmu di masa mendatang?
- Interviewee : Yang di itu sih... yang di pengabdian masyarakat kayaknya.
- Interviewer : Oh iya? Kenapa tuh?
- Interviewee : Ya itu... kayak kekeluargaan gitu.. ternyata masyarakat desa tuh kayak menerima orang-orang baru. Maksudnya mereka tuh baik banget gitu loh nerima kita yang istilah nya masih anak kuliah. Tapi mereka mau nerima kita apa adanya, bahkan sampe dikasi makan, diajarin ini itu. Sangat amat *welcome* lah gitu sama orang-orang baru. Jadi, kayak belajar kita memang harus baik ke siapapun.
- Interviewer : Oh iya, kita kan kemaren juga ada KKN. Itu menurutmu OMT 2 ada kaitannya nggak dengan persiapan KKN?

- Interviewee : Ada sih. Ya itu, karna kita udah sempat pengabdian masyarakat di OMT 2, jadi kayak punya gambaran kalau KKN bakal sama kayak OMT 2. Meskipun nanti kekeluargaan pas di KKN bakalan lebih-lebih dari pas kita OMT dulu.
- Interviewer : Terus kalau OMT 3 gimana? Sebelum ikut OMT 3 pernah punya gambaran apa tentang OMT 3?
- Interviewee : Menyeramkan. Kita kan masuk-masuk hutan kan. Jadi ya, kayak nggak enaklah.
- Interviewer : Kenapa bisa punya pikiran kalau itu menyeramkan?
- Interviewee : Sebenarnya definisi menyeramkan itu bukan tentang hantu-hantuan gitu ya. Jadi aku kayak sering kepikiran apakah aku nanti bisa jalan 5 hari masuk hutan yang medannya kayak gitu, aku kuat nggak ya kalo gitu. Itu definisi ketakutan dalam persepsiku.
- Interviewee : Selain itu, tentang capek, capek gitu kan. Tapi kan OMT kan *giving us a superior experience yaa*. Itu kalau aku nggak ikut OMT mungkin nggak bakal sampe kayak gitu. Jadi ngasi pengalaman yang berkesan yang belum pernah aku lakuin dan yang kayak pride gitu ternyata aku *explore* alamnya keren juga ya. Ooh ternyata kayak gini ya.
- Interviewer : Terkait explore alam, kira-kira kalau dibandingkan dengan pembelajaran di kelas akan memberikan *value* yang sama kalau kita belajar di kelas?
- Interviewee : Iya tentu aja. Kita juga bisa jadi tadabbur alam dengan kegiatan seperti itu. Alam raya seluas ini tuh kita kayak cuma sebesar kutil doang. Jadi kalo belajar di alam tuh jadi kayak lebih teringat gitu, jadi lebih membekas.
- Interviewer : Ada nggak dari OMT 1, OMT 2, atau OMT 3 yang paling membekas di kamu gitu?

- Interviewee : Ada. Jadi itu kan waktu itu masih per patrol-patrol gitu ya, nah untungnya patrolku waktu itu enak-enak semua, cuma pas aku ngeliat patrol-patrol tetangga tuh ada yang *insidenya* tuh ternyata tidak semenyenangkan itu. Aku jadi kayak ngebayangin, selama 5 hari itu gimana ya caranya mereka ngatasin itu dan untungnya itu bukan patrolku.
- Interviewee : Kalo di patrolku aku belajar sabar sih. Aku jadi tau ternyata anggota patrolku yang cewek-cewek itu malah lebih *strong* dibanding yang cowok-cowoknya. Emang sih saat itu kita juga harus adil gitu kan soal pembagian barang-barang yang dibawa, cuma ya terus jadinya karna itu aku jadi lebih memahami orang yang sifatnya beda-beda.
- Interviewer : Terus kalo dari OMT 3 menurutmu akan bermanfaat nggak untuk kerja nanti?
- Interviewee : Menurutku tetep ada sih. Belajar sabar, sama teamworknya itu tadi.
- Interviewer : Terus untuk dari segi proses dari OMT 1 hingga OMT 3, apakah menurutmu urutan prosesnya udah bener dan sesuai seperti itu?
- Interviewee : Menurutku iya sih, apalagi yang stage-stagenya ada di belakang baju OMT kita itu lho.. Yang kita diberi penghargaan sambil mas-mbaknya bilang karna kita udah ngelewat stage ini dll, jadinya dikasi gelar apa gitu.

APPENDIX J: INTERVIEW TRANSCRIPT 4

Interviewees:

Name : Rendi Prakoso (Management 2014)

Date : 2nd July 2019

Time : 12.00 WIB

Place : IP FE UII

Interviewer : Halo mas, sebelumnya boleh perkenalkan diri terlebih dulu?

Interviewee : Halo, nama saya Rendi Prakoso dari Manajemen IP Angkatan 2014 dari konsentrasi Marketing.

Interviewer : Oke, mungkin kita ke OMT 1 dulu ya mas.

Interviewee : Waduuuuh.. OMT 1.

Interviewer : Hahahaha iya mas, kira-kira masih inget nggak?

Interviewee : Masih kok. Yaa.. mungkin sebagian besar masih inget.

Interviewer : Mas masih inget nggak dulu gimana perasaannya saat mau OMT 1?

Interviewee : Yaaa.. kayak kewajiban lah. Jadi mau nggak mau harus ikut.

Interviewer : Ketika dulu paham nggak kalau OMT itu bakalan ngapain gitu?

Interviewee : Aku waktu itu udah sempet nanya-nanya sih. Cuma selalu dibilangnya, udah ikut aja, rame. Paling dikasi tau sih apa namanya.. mau naik gunung gitu.

Interviewer : Berarti ketika mau ikut OMT 1, udah ada ekspektasi gitu nggak sebelum ikut?

Interviewee : Nggak ada ekspektasi tertentu sih.

Interviewer : Lalu ketika udah menjalani OMT 1 gimana mas rasanya?

Interviewee : Ya capek. Dulu pas OMT 1 itu 3 hari apa ya, pulang-pulang terus pegel-pegel, mana senennya langsung kuliah. Kegiatannya disana ya sama sih. Cuma kayak jurit malamnya gitu, pagi-paginya ke giwangan dulu. Sampe sana sendirian, walaupun gak tau tempat. Tapi kan dianterin juga kan kalau nggak salah itu sama fasilitas, ya fasilitasnya cuma iya-iya aja.

Interviewer : Oke.. Terus dari kegiatan-kegiatan yang kayak gitu, yang sendirian ke giwangan gitu ada manfaatnya nggak sih mas?

Interviewee : Yaaa.. kalau nggak biasa, maksudnya kalau kemana-mana dianterin atau kemana-mana sama orang kayak gitu bisa lebih mandiri.

Interviewer : Terus ketika disananya, ada yang bisa didapatkan nggak? Kayak nilai-nilai pembelajarannya?

Interviewee : Ahhh.. ada. Terutama dari games yang trust fall itu, kasarnya kayak harus percaya sama orang lain. Kayak mau bagaimanapun, kita nggak bisa melakukan semuanya sendiri jadi harus biarkan orang lain bantu.

Interviewer : Oke.. selain itu dari games-games yang lain mungkin?

Interviewee : Apa ya.... *Hmmm..* kalau jurit malem enggak sih. Biasa-biasa aja.

Interviewee : Ooh.. ada sih, mungkin yang bikin perahu itu ya. Paling kalau itu ya teamwork sih, sama gimana kita bekerja dalam tekanan. Soalnya pas disana kan pas sama-sama capek, tapi kita harus tetap ngelakuin gitu.

Interviewer : Terus selama OMT 1 itu mas ada ngerasain hambatan-hambatan gitu nggak?

- Interviewee : Yaaa... badan gede, hahahaha. Maksudnya karna badannya jarang digerakin juga jadi sampe disana sakit-sakit. Tapi kalo di OMT 1 nggak ada yang berarti sih, Alhamdulillah masih bisa ikut semua.
- Interviewer : Kalau OMT 1 tuh menurut mas bermanfaat nggak sih buat masa depan nanti?
- Interviewee : Yaa.. paling itu. Bekerja dibawah tekanan. Karna mau nggak mau dunia kerja kan ekspektasi, misalnya mau sakit atau apapun, itu kan klien atau *customer* nggak mau tau gitu kan yang penting beres. Kita pas OMT 1 ya sama kayak gitu, mau sakit atau gimana kan ya itu kewajiban yang harus dipenuhi.
- Interviewer : Terus kalau OMT 2 gimana? Mas masih inget nggak?
- Interviewee : Masalah, soalnya cuma jeda seminggu-seminggu gitu. Seminggu setelah OMT 2, aku OMT 3.
- Interviewer : Terus gimana mas OMT 2nya?
- Interviewee : Rame. Ramean OMT 2 malah daripada OMT 1. Tapi ya itu OMT 2 nggak lebih capek dari OMT 1. Paling sibuknya ya sibuk ngurusin tenda, sibuk ngurusin logistik. Dan menurutku itu nyambunglah sama jurusan Manajemen. Kayak nge-*manage* sesuatu dan gak perlu capek-capek naik gunung.
- Interviewer : Terus sebelum OMT 2 itu udah punya gambaran gitu nggak tentang programnya bakalan kayak gimana?
- Interviewee : Udah, soalnya pas kita OMT 1 kan itu barengan sama OMT 2. Jadi kayak udah ada *spoilernya* gitu itu OMT 2 ngapain aja.
- Interviewer : Jadi udah ada ekspektasi gitu nggak kalo di OMT 2 bakalan ngapain aja?

Interviewee : Ya paling itu sih, belajar ngemanage “acara” gitu. Buat yang gak pernah ikut organisasi kan gak pernah megang yang kayak gituan. Terus taunya pas OMT 2 kan langsung tu yang bagian masaklah, bikin tenda, dll gitu. Dan di OMT 2 itu lebih rame dan lebih santai sih.

Interviewer : Terus ketika udah selesai OMT 2, kira-kira ada sesuatu yang bisa didapatkan nggak?

Interviewee : *Mmm...* paling ya kerjasama tim atau *teamwork* gitu lah. Karna kan masing-masing udah dibagi berdasarkan divisi-divisi gitu kan, ada yang bagian masak, bersih-bersih gitu lah.

Interviewer : Kalau OMT 3 gimana mas?

Interviewee : Dulu sempat denger-denger sih kalau itu OMT yang paling berat, sampe ditakut-takutin gitu gak tau bener apa enggak.

Interviewer : Terus dengan ditakut-takutin begitu, perasaannya gimana mas?

Interviewee : Takut-takut pasrah lah.

Interviewer : Terus ketika OMT 3 gimana pengalamannya?

Interviewee : Kalau OMT 1 capek, OMT 3 lebih capek lagi. Karna OMT 3 itu banyak jalan, udah gitu bawa peralatan juga. Kan OMT 3 itu OMT 1 + OMT 2. Jadi di OMT 1 itu kamu cuma jalan, makan dikasih. Kalau OMT 2 kan kamu yang bikin makan. OMT 3 itu kamu udah jalan, terus bikin makan sendiri kan. Meskipun di OMT 3 itu aku gak jalan sampe akhir, tapi jadinya ikut pak Anas pake mobil.

Interviewer : Oke.. mungkin bisa diceritakan pengalamannya mulai dari pas persiapan?

Interviewee : *Mmmm..* mungkin pas persiapan, dulu udah dikasi list kan disuruh bawa apa aja, cuma itu, terus biar nggak bawa barang terlalu banyak, dan harus *well-prepared* barang bawaannya.

Interviewer : Terus menurut mas, OMT 3 ini lebih banyak manfaatnya atau mudharatnya?

Interviewee : Kalau pas ngejalaninnya pasti mikirnya banyak mudharatnya. Cuma pas udah beres, udah ngelewat tuh, yaa.. Kayak jadi lebih *well-prepared*. Terus juga jadinya lebih *ngoyo*. Tapi mudharatnya ya, bikin capek, terus makan banyak biaya kan buat persiapannya, resikonya. Mana lagi pas kita udah masuk ke tengah hutan itu banyak resikonya.

Interviewer : Tapi kalau sebagai orang manajemen, manfaatnya OMT 3 itu apa?

Interviewee : *Ngoyo*-nya. Balik lagi ke *ngoyo*-nya. Kalau misalnya orang ekonomi kan biasanya buka bisnis atau jadi pegawai. Nah kalau buka bisnis itu pasti bakal banyak *down*nya kan. Nah kalau nggak *ngoyo*, yaudah gampang deh tu nyerah di tengah jalan. Jadi kayak lebih melatih mental supaya nggak gampang *down*. Tapi OMT masih mending daripada perplonconan kayak Mapala itu. Karna kita juga nggak diapa-apain jadi kamu cuma disuruh jalan aja.

Interviewer : Terus ada kritik dan saran gitu nggak mas buat pelaksanaan OMT 3?

Interviewee : Mungkin kalau boleh saran kalau bisa OMT 3nya opsional aja sih, bukan yang mandatory wajib ikut gitu. Daripada memberatkan mahasiswanya.

APPENDIX K: INTERVIEW TRANSCRIPT 5

Interviewees:

Name : Safira Qisthi (Economics 2015)

Date : 3rd of July 2019

Time : 17.00 WIB

Interview by phone

Interviewer : Halo Sasa. Sebelumnya terima kasih sudah meluangkan waktunya.

Interviewee : Halo, iya sama-sama. Jadi, apa yang bisa aku bantu?

Interviewer : Hmm.. aku mau tanya-tanya tentang pendapatmu sebelum dan sesudah mengikuti rangkaian OMT.

Interviewee : Oh, okay.

Interviewer : Kita mulai dari OMT 1 ya. Kira-kira kamu masih ingat tentang pelaksanaan OMT 1?

Interviewee : Kalo OMT 1 masih yang awal-awal ya. Cuma masih yang tracking 4,5 atau 3 jam itu kan ya. Terus sampe disitu kan, karena kita masih OMT 1 jadinya konsumsi kita masih disediakan sama anak-anak OMT 2 gitu kan ya.

Interviewer : Berarti waktu itu kamu udah punya gambaran tentang OMT 1? Misalnya dapat bocoran dari senior tentang gimana OMT 1?

Interviewee : Enggak, belum sih. Belum punya gambaran juga dulu sebelum OMT 1.

Interviewer : Kalau begitu, kamu waktu itu punya ekspektasi tertentu gitu nggak sebelum OMT 1?

Interviewee : Nggak ada harapan apa-apa sih, cuma waktu itu aku mikirnya karna ini tuh kegiatan kampus jadi yaudah ikutin aja. Dan juga kan nggak ada dikasi tau kan ntar bakalan ada kegiatan apa aja, tujuannya apa juga nggak. Jadi aku pikir cuma untuk have fun aja. Eh taunya ada horror-horornya juga.

Interviewer : Setelah ikut OMT 1 gimana pendapatmu?

Interviewee : Mmm.. cuma capek sih paling. Cuma aku pribadi mikirnya OMT 1 tuh nggak ada benefitnya gak tau kenapa hahaha. Malah cuma bikin capek aja menurutku. Jadi lebih mending kalo OMT 1 itu diganti sama intern atau training-training apa gitu.

Interviewer : Lalu kira-kira ada aktivitas yang paling kamu ingat nggak dari OMT 1?

Interviewee : Rafting sih paling.

Interviewer : Kenapa itu berkesan?

Interviewee : Karna aku belum pernah rafting sama sekali aja sih.

Interviewer : Kalau kegiatan yang lain gimana?

Interviewee : Ada sih, yang pas kita buat perahu-perahu yang di danau itu, itu jadi lebih mengajarkan tentang teamwork dan jadi lebih memahami tentang gimana teman-teman kita itu. Lalu belajar tentang pembagian tugas dengan karakter-karakter teman-teman kita yang beda-beda yang itu tuh nggak semuanya rajin gitu.

Interviewer : Lalu ada nggak sih pengaruh OMT 1 ke diri kamu?

Interviewee : Nggak ada sih, cuma dari sekian banyak kegiatan yang aku lakuin di OMT 1 ya cuma yang perahu-perahu itu yang menurutku ada manfaatnya. Sisanya, yang kaya trekking gitu menurutku aku dapet capek doang.

Interviewer : Berarti nggak ada pengaruhnya ke self-development kamu?

Interviewee : Nggak sih. Cuma ya balik lagi OMT 1 tuh tentang teamwork.

Interviewer : Kalau OMT 2 gimana sa?

Interviewee : Menurut aku ini yang paling enteng sih. Aku seneng aja gitu karena nggak yang berat banget. Cuma masak-masak itu, sama nggak ada kegiatan yang ngeberatin gitu. Masak pun barengan, bukan sendiri-sendiri.

Interviewer : Sebelumnya berarti kamu udah dapat bocoran tentang OMT 2?

Interviewee : Sejujurnya udah sih. Udah dapat bocoran dari kating-kating gitu kan.

Interviewer : Terus gimana pendapatmu?

Interviewee : Mmm.. ada yang pembagian-pembagian divisi gitu kan. Nah menurut aku tuh itu bermanfaat gimana kita mengatur teamwork yang baik dan gimana ngedapetin tujuan kita. Jadi balik lagi ke teamwork.

Interviewer : Terus untuk diri kamu sendiri, adakah manfaat dari OMT 2?

Interviewee : Menurut aku time management sih. Gimana caranya kita bisa on time dalam melakukan sesuatu. Terus apa lagi ya.... Udah lupa sih aku.

Interviewee : Oh sama yang pas kita ngunjungi masyarakat desa itu, kita belajar buat menghargai orang lewat tahu pekerjaan mereka yang selama ini nggak seperti pekerjaan orang-orang yang tinggal di kota.

Interviewer : Terus kira-kira dari OMT 1 dan OMT 2 ada pengaruhnya nggak sama kehidupan kuliahmu mungkin?

Interviewee : Nggak ada sih. Menurutku yang bermanfaat cuma time management sama teamworknya itu.

Interviewer : Terus gimana dengan OMT 3?

Interviewee : Dari yang pas packing-packing itu, aku udah punya perasaan kalo OMT 3 ini bakalan ribet sih.

Interviewer : Adakah ekspektasi tertentu yang kamu harapkan dari mengikuti OMT 3?

Interviewee : Nggak sih, nggak ada harapan tertentu juga. Jadi kaya cuma untuk formalitas sebagai mahasiswa aja.

Interviewer : Terus ketika menjalani OMT 3 gimana rasanya?

Interviewee : Takut sih. Soalnya apa-apa serba terbatas kan. Termasuk fasilitas-fasilitasnya. Aku juga takut karna ada horror-horornya yang kita disuruh ke kuburan.

Interviewer : Terus kan di OMT 3 banyak kegiatan outdoornya. Menurutmu itu ada manfaatnya nggak?

Interviewee : Nggak ada menurutku, adanya capek doang. Soalnya aku juga nggak terlalu suka kegiatan-kegiatan outdoor gitu.

Interviewer : Berarti gak ada yang bisa kamu dapatkan dari OMT 3?

Interviewee : Mmm.. balik lagi ke teamwork sih. Karena gimana caranya kita bisa survive di hutan dengan persediaan yang terbatas.

Interviewer : Atau ada skill baru yang kamu dapatkan dari OMT 3?

Interviewee : Nggak ada sih.

Interviewer : Overall kesanmu di OMT 3 gimana?

Interviewee : Capek banget hahaha.

Interviewer : Dari OMT 1, 2 dan 3, adakah hal yang berpengaruh ke dirimu?

Interviewee : Mmm.. mungkin ada ya, tapi nggak yang terlalu signifikan.

APPENDIX L: INTERVIEW TRANSCRIPT 6

Interviewees:

Name : Anyar Nursyifa Perdani (Accounting 2015)

Date : 17th September 2019

Time : 15.30 WIB

Place : UII Main Campus

Interviewer : Halo, boleh mungkin perkenalin namanya dulu?

Interviewee : Namaku Anyar Nursyifa Perdani, dari Akuntansi IP 2015.

Interviewer : Oke.. sekarang boleh dong ceritain pengalaman-pengalamannya selama ikut OMT, mungkin boleh dimulai dari OMT 1.

Interviewee : Aku tuh inget banget ya, pertama kali mau ikut OMT 1 tuh rasanya maleees banget. Kayak ngapain sih kegiatan ini tuh, jalan jauh ke hutan tuh ngapain.

Interviewer : Kalo kegiatan-kegiatan di OMT 1 masih inget nggak?

Interviewee : Itu.. main game kayak gitu kan? Aku ada inget satu game tapi aku sama partnerku nggak bisa nyelesainnya kayaknya gara-gara badan kita kegedean hahahaha.

Interviewer : Oke.. selain itu?

Interviewee : OMT 1 itu banyak mainnya sih menurutku, games-games gitu kan. Permainan-permainannya itu seru sih. Aku juga suka bagian outboundnya itu, soalnya pengalaman baru buat aku, pertama kalinya itu loh. Cuma mungkin yang perlu jadi catatan adalah ketika games tuh kok aku agak nggak sreg yaa kalo cewek-cowok kayak digabung jadi satu gitu, jadi kayak banyak kontak fisik gitu jadi agak menjijikan buatku.

Interviewer : Terus setelah ngikutin OMT 1 rasanya gimana nyar?

Interviewee : Rasanya? Hmm gimana yaa.. seru soalnya bikin aku kenalan dan akrab juga sama anak-anak IP dari jurusan lain. Seru juga karna ngajarin aku buat kerjasama dalam tim dan aku juga dapat skill baru itu tuh tali temali itu.

Interviewee : di OMT juga ada kegiatan solo yang kita harus jalan sendirian di tengah hutan itu kan, nah itu paling menurutku ngajarin aku buat jadi lebih berani, gitu loh.

Interviewer : Selain itu, mungkin masih ada lagi? Terkait games-gamesnya mungkin?

Interviewee : Hmmm.. apa ya. Mayoritas sih ngajarin tentang kerjasama sih, dan aku rasa semua games di OMT tuh gitu.

Interviewer : Oh oke.. Terus setelah ikut OMT 1, kira-kira ada yang bisa kamu implementasikan nggak?

Interviewee : Kerja sama lalu toleransi sih. Gimana ngadepin orang-orang dengan karakter yang beda-beda, itu mulai diperkenalkan di OMT.

Interviewer : Terus kalo OMT 2 gimana?

Interviewee : Wah kalau itu sebenarnya aku agak males sih yaa ikutnya, soalnya waktu itu pas libur kan.

Interviewer : ada ekspektasi tertentu gitu nggak yang kamu harapkan sebelum ikut OMT 2?

Interviewee : Nggak ada sih. Soalnya aku waktu itu sedikit banyaknya udah tau sih bakalan ngapain aja di OMT 2. Kayak disitu tuh kita bakalan masak-masak.

Interviewer : Lalu setelah ikut OMT 2 gimana pendapatmu?

Interviewee : Seru sih. Aku ingat di OMT 2 pertama kalinya di hidupku aku nyobain meras susu sapi secara langsung. Itu tuh kayak contoh gimana OMT ngasih aku pengalaman yang nggak pernah aku dapatkan di tempat lain.

Interviewer : Terus selain serunya, apa lagi sih yang bisa kamu dapatkan setelah ikut OMT 2?

Interviewee : Balik lagi ke kerja sama sih, sama toleransi. Gimana menekan ego masing-masing lah dalam tim. Saat yang lain udah pada emosi karena watak mereka beda-beda jadi gimana kita yang nggak kayak gitu harus bisa menahan.

Interviewee : Terus secara nggak langsung itu juga mengajarkan kita buat gimana menghargai orang lain, juga survival skills.

Interviewer : Maksudnya survival skills?

Interviewee : Yaa.. itu maksudnya kan disitu keadaannya kita serba kekurangan yaa, uang untuk belanja yang terbatas, lokasi pasar yang jauh, jadi gimana kita bisa manage itu semua supaya bisa cukup untuk masakin orang segitu banyaknya.

Interviewee : Selain itu aku juga belajar masak sih lewat OMT 2, hahahaha.

Interviewer : Waduh.. karna kegiatannya banyak masaknyanya gtu yaa. Selain itu ada lagi mungkin?

Interviewee : Di OMT kita juga diajarin buat speak up kan. Speak up tentang kejadian yang kita alami sepanjang hari. Jadi lebih berani buat ngomong aja sih menurutku.

Interviewee : Oh iya, terus aku inget banget kalo kita di OMT 2 tu fasilitasnya kayak sedih banget gitu. Kita tidur di musholla kan, terus itu tuh basah dan bau. WCnya juga kurang bersih dan bagus sih. Tempatnya agak kecil juga menurutku dibanding OMT 1.

Interviewer : Oh oke. Berarti fasilitasnya juga harus diperhatikan ya.

Interviewee : Iya benar.

Interviewer : Sejauh ini, sebagai mahasiswa tingkat akhir kira-kira adakah manfaat dari OMT 2 untuk kehidupan kuliahmu?

Interviewee : Itu sih, balik lagi ke teamwork, survival skills, terus jadi lebih tanggung jawab baik ke diri sendiri atau ke orang lain.

Interviewer : Menurut kamu, kalau semua OMT itu mengajarkan hal yang sama, kira-kira kenapa harus ada OMT 1, 2, & 3?

Interviewee : Karena tujuannya beda-beda sih. Gak cuma teamwork, misalnya di OMT 1 ngajarin buat gak banyak protes, terus di OMT 2 ngajarin buat lebih tanggung jawab, karena tanggung jawab kita kan pas kita ngehandle banyak hal untuk partisipan OMT 1.

Interviewer : Kalau OMT 3 gimana pendapatmu?

Interviewee : Seru sih kalau OMT 3. Meskipun pas awalnya juga aku menolak.

Interviewer : Kenapa menolak?

Interviewee : Soalnya udah dapet bocoran kalau itu bakalan jalan jauh banget, terus lama kan itu 5 hari jadi pasti bikin capek kan. Cuma karna saat itu pilihannya cuma OMT 3 atau magang, mending aku ikut OMT 3 lah.

Interviewer : Terus setelah ngikutin OMT 3 gimana?

Interviewee : Pas ngejalaninnya sedih sih aku. Soalnya ternyata fasilitasnya sama aja kayak di OMT 2 hahahaha. Terus aku tidurnya paling jauh tendanya dari anak-anak. Kayak ngeri gitu sih.

Interviewee : Terus dari OMT 3 survival skills aku nambah sih, soalnya apa-apa terbatas, makanan juga kan waktu itu. Satu kali masak buat 3 kali makan, bayangin aja lah diiit. Udah dingin-dingin tetep makan aja kita, kok bisa ya.

Interviewer : Wow.. mantap juga ya.

Interviewee : Iyaa kan. Survival skills juga kerasa banget sih soalnya kita apa-apanya tu dari alam, sampe minum aja kan kita ngambil dari mata air yang ada di sepanjang jalan kan. Dan kalau dipikir-pikir sekarang keren juga ya aku bisa bertahan di keadaan yang kayak gitu.

Interviewer : Kira-kira ada hal lain gak yang bisa kamu pelajari dari OMT 3?

Interviewee : Ini sih.. tentang lebih peduli ke orang lain, jadi juga gak tentang diri kita aja, tapi orang lain. Dan dari ketiga OMT itu aku paling suka OMT 3 sih karena paling terasa manfaatnya.