

**THE ANALYSIS OF THE ROLE OF OUTBOUND MANAGEMENT  
TRAINING PROGRAM TO THE PERSONAL DEVELOPMENT OF IP UII  
ALUMNI**

**A THESIS**

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



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**MANAGEMENT STUDY PROGRAM  
INTERNATIONAL PROGRAM  
FACULTY OF ECONOMICS  
UNIVERSITAS ISLAM INDONESIA  
YOGYAKARTA**

**2019**

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**A BACHELOR DEGREE THESIS**

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Defended before the Board of Examiners  
On November 14<sup>th</sup>, 2019 and Declared Acceptable

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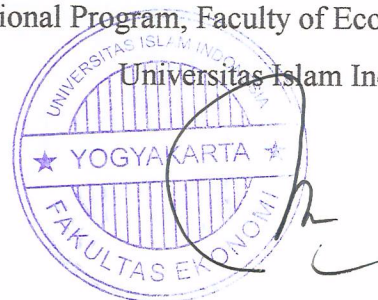
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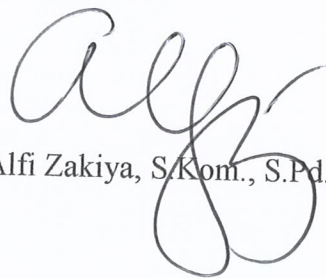


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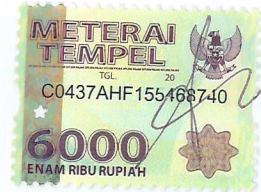
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## DECLARATION OF AUTHENTICITY

Here, I declare to the originality of this thesis; I have not presented someone's work to acquire my university degree, nor have I presented anyone else's words, ideas, or statements without acknowledgement. All quotations are cited and listed in the bibliography of the thesis. If only my statement proven false, I am willing to accept any sanction with the determined ordinance and its consequences.

Yogyakarta, October 10<sup>th</sup>, 2019



Aulia Nisa Fauzia

## ACKNOWLEDGMENT



*Assalamualaikum Warahmatullahi Wabarakatuh.*

All perfect praise is due to Allah, the Lord of the world. I witness that none is worthy to be worship but Allah, alone with no partners, and I witness that Muhammad SAW is His Messenger, may Allah praise his mention.

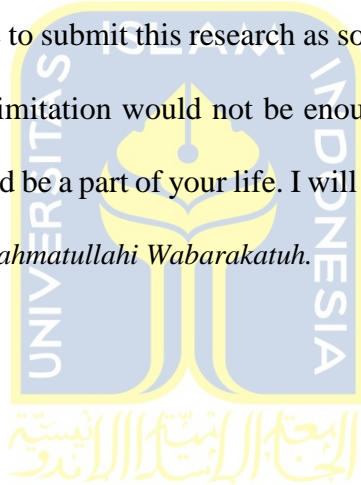
*Alhamdulillah rabbil'alamin*, the thesis that entitled **ANALYSIS OF THE ROLE OF *OUTBOUND* MANAGEMENT TRAINING PROGRAM IN THE PERSONAL DEVELOPMENT OF *IP UII* ALUMNI** as a partial requirement to obtain the bachelor degree in Management Department, International Program, Faculty of Economics, Universitas Islam Indonesia is finally finished. This research would be impossible to be finished without the help and support from several parties. For that reason, the researcher would like to address the appreciation to:

1. Allah SWT for all the guidance and blessing He has given me, and His Messenger, Muhammad SAW whom I always look up to as a role model in life.
2. My family, for the endless support, warmth, protection, and affection that making me who I am today.
3. Mr. Fathul Wahid, S.T., M.Sc., Ph.D. as the Rector of Universitas Islam Indonesia and Mr. Jaka Sriyana, Dr., S.E., M.Si., Ph.D. as the Dean of the Faculty of Economics Universitas Islam Indonesia.

4. Anjar Priyono, SE, M.Si., Ph.D. as the Head of Undergraduate Program in Management.
5. Arif Singapurwoko, SE., MBA. as the Secretary of International Undergraduate Program in Management.
6. Arif Hartono, Drs., MHRM., Ph.D. as my Thesis Advisor who always gives me constructive advices, ideas, and challenges. Thank you for the patience, and may Allah bless you.
7. Alfi Zakiya, S.Kom., S.Pd. as my Language Advisor for helping me on this thesis with patience. May Allah bless you.
8. Jaya Addin Linando, S.E., M.B.A. for helping me with some ideas for this research. May your kindness be rewarded by Allah SWT.
9. All of the lecturers at Faculty of Economics of Universitas Islam Indonesia for the knowledge and values they taught me. May Allah bless you.
10. All of International Program Faculty of Economics Office Staff, thank you for your sincere help. Thank you for bringing so much joy during my study at IP UII.
11. My mentors; Anas Hidayat, Drs., M.B.A., Ph.D., Drs. Budi Sudjijono, M.M., *Pak* Atmadi, and *Pak* Kus. Thank you for the inspirations and lessons of life.
12. My facilitator family, for the laughter, tears, memories, lessons, experience, and every good thing you have shared with me. I can smell home whenever you are around.

13. My friends from Gerakan Kepanduan Unisi, thank you for making me who I am today. I will not be who I am today without the opportunity to join this family. Keep inspising, keep making changes, and keep on fire.
14. Beloved friends from International Program of Management of 2015, the people whom always walk by my side and encouraged me to do great things. Even the dullest lecture can be fun with you. I know we will meet on top. Good luck!
15. The dearest Cut Khairun Nisaa Johar, Nadiffa Habiba Makarim, and Fajar Prabowo. I have to submit this research as soon as possible to graduate, the time and page limitation would not be enough to express my gratitude to have met you and be a part of your life. I will phone you to say it personally.

*Wassalamu 'alaikum Warahmatullahi Wabarakatuh.*



**THE ANALYSIS OF THE ROLE OF *OUTBOUND MANAGEMENT TRAINING* TO THE *PERSONAL DEVELOPMENT* OF IP UII ALUMNI**

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**ABSTRACT**

Outbound Management Training has been used by International Program of Universitas Islam Indonesia for several years as a character building program. However, there are doubts from some parties about the effectiveness of this program and whether the program has significant role to the personal development of the students. Thus, this research aimed to find out about the alumni of IP UII understanding toward OMT 1, 2, and 3 program and the role of the program to their Personal Development. This research was done by using qualitative method with semi-structured interview. The result showed that each alumni has different interpretation on each OMT 1, 2, and 3 program and find different impacts of the program to their Personal Development such as leadership skill, independency, confidence, problem solving skill, and others.

***Keywords:*** *Outbound Management Training, Alumni, Role, Personal Development*



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**ABSTRACT**

*Outbound Management Training* telah digunakan oleh International Program Universitas Islam Indonesia selama beberapa tahun sebagai program pembangunan karakter. Namun, ada keraguan dari beberapa pihak tentang efektivitas program ini serta apakah program tersebut memiliki peran signifikan terhadap pengembangan pribadi siswa. Dengan demikian, penelitian ini bertujuan untuk mengetahui tentang pemahaman alumni IP UII terhadap program OMT 1, 2, dan 3 dan peran program terhadap *Personal Development* mereka. Penelitian ini dilakukan dengan menggunakan metode kualitatif dengan wawancara semi terstruktur. Hasil penelitian menunjukkan bahwa masing-masing alumni memiliki interpretasi yang berbeda pada setiap program OMT 1, 2, dan 3 dan menemukan dampak yang berbeda dari program tersebut untuk *Personal Development* mereka seperti keterampilan kepemimpinan, kemandirian, kepercayaan diri, keterampilan pemecahan masalah, dan lain-lain..

***Kata Kunci:*** *Outbound Management Training, Alumni, Role, Personal Development*

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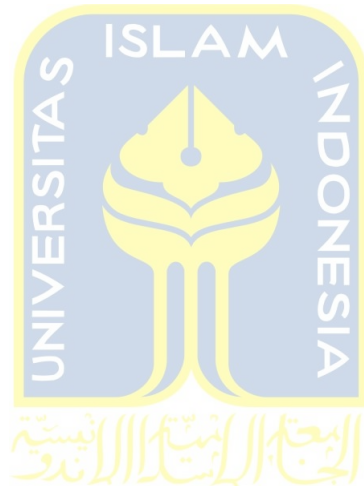
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## CHAPTER I

### INTRODUCTION

#### 1.1 Background of Study

Human resources is an important part of an organization. It has become a valuable asset for organization or company. Without human resources, it is impossible to operate an organization because the existence of human resources in a company or organization has a role as a driver and thinker of the company's productivity process to achieve company goals. Human resources will later occupy a part of a company and carry out its duties in accordance with job descriptions in accordance with its divisions (McCrie, 2016)

It is unavoidable that in this era, everything changes very fast. In accordance with the growth of technology, human must compete not only with other human but machine that could replace the human task. Individuals must adapt with the current situation and need in order to fit in. In this case, people are not only required to be smarter, but also to have a uniqueness to distinguish her/him from other competitors in the industry. Holding a position in a company is not a guarantee that someone is in a safe position already because a better replacement is out there waiting to be called. Therefore, an improvement is needed for everyone regardless what their position is (Palmer, 2001).

The role of Training and Development is very essential for the improvement of an individual and organization. Extensive training is needed for some people before contributing to an organization (Bohlander, 2015). It is not only for companies that



aim to improve the employee's performance, but a good educational institution will think of a training program that might distinguish their graduates with other university graduates.

Generally, training is a program that helps employees learn specific knowledge or skills needed to improve performance in their current roles. However, the meaning of human resource development is broader and focuses on individual growth and future performance, rather than direct job roles. The success of a training can be seen by the improvement shown in the performance of training object

Educational institutions take a big part in this situation because that is where students can learn and improve their quality through the facilities provided. Universities, especially, have a big impact on the development of their students because it will be where students spend most of their time at during their study season. Therefore, it is necessary for institutions to generate a good training to enhance the students' skill and help them to get through the process on entering the working world.

As a University that shares the same concern in the global era competition, Universitas Islam Indonesia in Yogyakarta, specifically the International Program that consists of Faculty of Economics, Faculty of Law, and Faculty of Industrial Engineering, is preparing a set of program which is packed in the 'Character Building Program'. The programs that are packed in the Character Building Program are LKID, LKIM & LKIL (Latihan Kepemimpinan Islam Dasar-Menengah-Lanjut. In English: Basic-Intermediate-Advanced Islamic Leadership

Training), OMT 1,2,3 (Outbound Management Training), and class teaching activities. LKID, LKIM & LKIL focus on students' characters. OMT 1, 2 & 3 focus on shaping the character of students and the spirit of compassion and serving. And the daily teaching activity in class is a part of Character Building Program which focuses in shaping students' mind to be widely open (open minded) (Hidayat, Linando & Ekasasi, 2017).

The researcher is interested to analyze one of the training program provided by CBP which is the role of Outbound Management Training Program specifically in the personal development of IP UII alumni. The researcher is choosing Outbound Management Training Program that has been used as a training model for IP UII students since 2006 as a research object. Outbound Management Training was first established by Human Resource Empowerment and Development (H-READ). The establishment of H-READ UII was the conclusion of the Growth and Development Board of UII (Badan Perancang Pertumbuhan dan Pengembangan UII) which was formed by the UII rector, as an effort that must be taken for the Development and Strengthening of UII Human Resources to address the employment situation at that time. Although OMT Program has been used as a training to develop the students' character for several years now, there are still differences in opinion on how this training will actually develop IP UII students and whether it is the most suitable training for IP UII students or not. It can be seen there are parties that seem to agree and believe in the impact given by this training program, but there are still some parties that does not seem to agree with the program. In everyday casual chat, the researcher found some students who have not been through the training doubted

about the correlation and the use of such training with the major they are currently taking. Some even think this training is lame and not modern enough compared to other sophisticated training models. There are statements and questions such as:

*“Why do we have to do this kind of activity?”* – (SQ, 06/08/2018)

*“This activity is too risky”* – (AP, 06/08/2018)

*“Why did my university choose this kind of training instead of pursuing us to do internship?”* – (NQ, 05/01/2018)

*“We should be trained to be a professional in our major with a proper training instead of how to survive in the jungle”* – (AH, 06/08/2018), and so on.

These statements and question are often heard mostly from the students that have not completed all set of the training – OMT 1, 2, and 3. Even some who already have been through all set of the training still does not realize what kind of self-development they got from this training. Even more interestingly, disagreement in the use of OMT Program in IP UII does not only occur from the students but even a number of lecturers have been showing their doubt on how this training would give a meaningful change to the students' development.

Considering all the problems (disagreements and doubts) that occurred because of the existence of OMT program in IP UII, the researcher is interested to deepen the understanding about the purpose of this program. Most importantly, the researcher is trying to explore IP UII alumni opinion about OMT 1, 2, and 3 program which they have been through before when studying in IP UII.

## **1.2 Focus of the Research**

This research focuses on the contribution of OMT 1, 2, and 3 programs on the personal development of IP UII Alumni's experience supported by their understanding of OMT Program itself. Therefore, the researcher has determined to focus on:

1. Alumni of IP UII who has attended OMT 1, 2 and 3.
2. Interviewee could not be a facilitator or an ex-facilitator of OMT 1, 2, and
- 3.

## **1.3 Problem Statement**

1. How well do IP UII alumni understand about OMT Program?
2. What do the alumni of IP UII think about the program execution?
3. How Outbound Management Training Program has contributed to IP UII alumni personal development?

## **1.4 Research Objective**

This qualitative research is aimed to find out the role of Outbound Management Training Program according to IP UII alumni's perspective, specifically in their personal development. Personal development will be generally defined as a way for people to assess skills and qualities to achieve/set life goals.

## **1.5 Research Contribution**

### **1. Institution**

This research can be used by the institution to evaluate whether or not Outbound Management Training is the most suitable and effective training

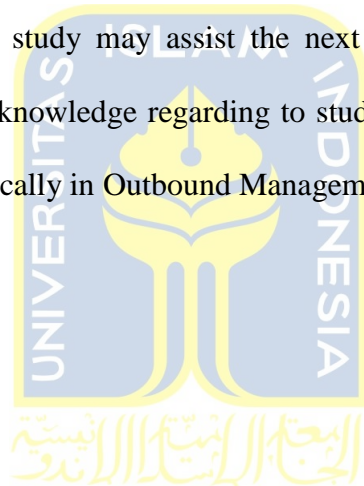
program for International Program students of Islamic University of Indonesia.

## **2. Students**

This research may help the students of IP UII to get more understanding and wider perspective about the background of Outbound Management Training and hopefully it can help the students determine their needs for personal improvement/development.

## **3. Further Research**

Hopefully, this study may assist the next researchers in providing the references and knowledge regarding to student training and development program specifically in Outbound Management Training program.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1 Previous Research

1. *Cultivating Personality Development Through Outdoor Education Programme: the Malaysia Experience*

The research conducted by Harun and Salamuddin is using a quantitative method. This research has a purpose to identify the elements which may influenced personality development among participants in outdoor education program. The personality development measured in this research are cooperation, leadership ability, self-confidence, and coping with change.

Using a quasi-experimental study, the result of this research shown that outdoor education does give a meaningful impact on behavioral changes of the participants. It is proven that the four construct studied (cooperation skills, leadership ability, self-confidence, and ability to cope with changes) are closely related to individuals personalities.

2. *Feeling the Risks: Effects of the Development of Emotional Competences With Outdoor Training on the Entrepreneurial Intent of University Students*

Padilla-Melendez, Fernandez-Gamez, and Molina-Gomez conducted a research to analyze both qualitative and quantitative data of previous university students who participated in an outdoor training

experience, measuring its emotional competences and entrepreneurial orientation, as well as before and after that experience. This research aimed to give an understanding on how changes in emotional competences affect the entrepreneurial intent of university students.

The result of this research shows that the increasing individual Emotional Competence has a positive impact on the individual entrepreneurial orientation, and by participating in the Outbound Training program, students can improve their entrepreneurial orientation as a result of the development of enhanced Emotional Competencies.

3. *Pengaruh Outbound Training terhadap Peningkatan Rasa Percaya Diri Kepemimpinan dan Kerjasama Tim* (Effects of Outbound Training on Increasing Leadership Confidence and Team Cooperation)

This research was conducted by Umar, T. in 2011 using a quantitative method. The aim of this study is to determine the effect of outbound training on self-confidence, effect of outbound training on leadership ability, effect outbound management training on teamwork ability, and the amount of outbound training contributions to improving character confidence, leadership and teamwork for Students of Semester II Academic Year 2009/2010 Study Program of Sports and Health Education at University of Surakarta Tunas Pembangunan.

The result of this research showed that there is effect of outbound management training on self-confidence, leadership ability, and teamwork

ability. However, outbound training does not give an equal contribution among character confidence, leadership, and teamwork. The biggest contribution of outbound training is on character confidence.

4. *Pengaruh Outbound Management Training Terhadap Potensi Organisasi*  
(Effects of Outbound Management Training on Organizational Potential)

Sudjjono (2003) conducted this research to examine the use of OMT as a training medium to increase organizational potential (employee attitudes) in Bank Indonesia Surabaya.

Organizational potential, in this case, is the value /attitude of BI employees regarding commitment to duty, openness in attitude, skills in work, togetherness in social relations and high personal integrity, are used as affected variables and are used as a basis for testing whether OMT is an individual/group intervention capable to increase/develop employee potential.

By using a different pairing test, between before and after Surabaya OMT BI training using the Wilcoxon Matched-Pairs test and the Pair t test to analyze the data, it can be concluded that OMT training has brought increased changes to the potential of BI Surabaya employees.

5. *The Effects of Outdoor Training on the Development of Emotional Intelligence among Undergraduate Tourism Students*

Manuel Ángel Fernández-Gámez, Ana Rosales-Pérez, Jesús Molina Gomez, and Lorena Mora-Lucena conducted a quantitative research to



analyze whether the differences between the Emotional Intelligent (EI) levels of tourism industry professionals and those of undergraduate tourism students can be improved using experimental learning techniques such as Outdoor Training (OT).

The results of this study confirm that the gap between EI level of tourism industry professionals and those of undergraduate tourism students can be reduces by using experiential learning techniques such as OT. Tourism undergraduate students who experience OT reduce the EI gap by more than 52% in relation to tourism professionals, significantly increase in the four dimensions of EI, and completely eliminate the gap that exists in more than 50% of EI skills (especially in adaptability, control emotional, self-motivation, stress management, assertiveness, relationships, expressing emotions, and happiness). The most significant aspects of this study is the positive effect of OT on the EI level from the tourism undergraduates.

#### 6. *The Impact of University's Programs Toward Alumni Perceived Development*

Hidayat, A., Linando, J. A., and Ekasasi, S. R conducted this research to evaluate whether the programs of IPFE UII have an impacts on the development if its students or not. Using a quantitative method and questionnaire as the data collection with IPFE UII alumni as the object, the result of this research are: 1) professional behaviour has positive significant influence to alumni perceived development; 2) creative thinking has

negative influence to alumni perceived development; 3) literacy skill has positive but not significant influence to alumni perceived development; 4) global understanding has positive but not significant influence to alumni perceived development; 5) communication skill has positive influence to alumni perceived development.

7. *Developing Conducive Sustainable Outdoor Learning: The Impact of Natural environment on Learning, Social and Emotional Intelligence*

Mirrahimi, S., Tawil, N. M., Abdullah, N. A. G., Surat, M., and Usman, I. M. S conducted a quantitative research to prove that outdoor learning engaging with nature environment provide opportunities to improve academic achievement and social emotional intelligence for students. It is proven by the findings of the research that natural environment have a potential to promote for learning education, personal and social development where students can experience to learn several values namely sharing, communication, team working, self-awareness, self-confidence, self-regulation, self-discipline, improved-solving problems, inspiration towards learning, social skills and a significant global issues.

Furthermore, the role of nature, in this research is mentioned to offer more opportunities to connect among their teachers, environment, education, and present and future lives.

8. *Planning of personal development and succession*

Chlebkova, D., Misankova, M., and Kramarova, K. did a qualitative research in 2015 titled “Planning of Personal Development and Succession”. The purpose of this research was to understand the importance of planning of personal development and succession. It is crucial for the employees to understand the direction of their career to plan on what to do next. It is mentioned on the research that the success of the company on the competitive markets depends on competent managers. To make such managers, company should give them the opportunity for development and succession in positions. Development of managers is closely connected to the company strategy and with the complex social conditions and the business environment, therefore the process of learning should keep on going. Modern companies started to associate their performance and competitiveness with the formation of labor potential, characterized by a high level of talent, knowledge, skills and motivation.

9. *Pengaruh Character Education Training Melalui Outbound Training Untuk Peningkatan Kejujuran Dan Integritas (Effect of Character Education Training through Outbound Training to Improve Honesty and Integrity)*

This quantitative research is aimed to know the honesty and integrity character’s description of the awardee of Bidik Misi in Education Study Faculty of State University of Makassar before and after having the CEt through outbound as well as to know the CEt effect through outbound in increasing honest and integrity character of the awardee’s. It is concluded

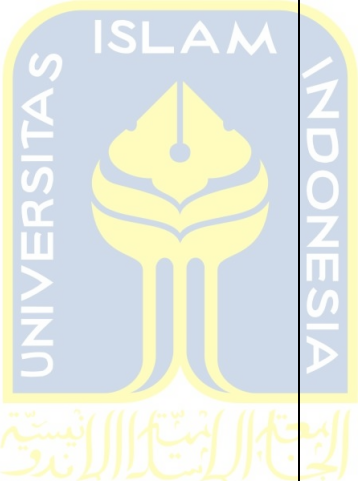
by this study that most of the participants have higher integrity and honesty after they have done the training compared to before the training program.

*10. Impact of Out-Bound Training (OBT) on MBA Students in Developing Their Leadership Skill: A Study on South India.*

This study contemplates the challenges OBT is taking on other methods of traditional management education training. There is an abundance of satisfaction with OBT training in students that has been demonstrated from this study. Proceeded with a quantitative method, it is shown that the impact of OBT on management education was viewed by more than fifty percentages of respondents. It is therefore empirically proven that OBT has a significant impact on students in management. Second, it has emerged from the interpretation of data that OBT has a significant impact on the development of attributes of leadership among students in management. Analysis of percentage shows a whopping 93 percent of students in management favored OBT as a tool to increase their leadership skills. Third, the study shows that the OBT program needs to be included as part of the MBA program in the core management curriculum, as 67.4 percent of respondents strongly suggest that.

## 2.2 Table of Journals

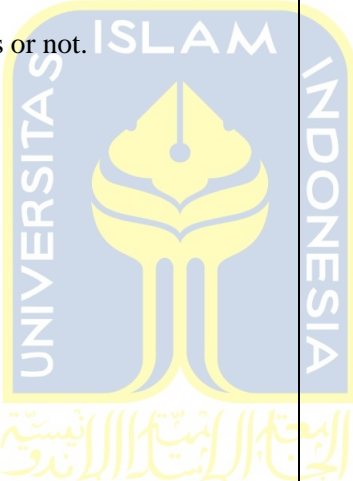
No.	Name/Year/Title of the Research/Book	Purpose of the Research/Book	Methodology/Variable	Conclusion
1.	Harun, M. T., & Salamuddin, N. (2010). Cultivating Personality Development through Outdoor Education Programme: The Malaysia Experience. <i>Procedia-Social And Behavioral Sciences</i> , 9, 228-234.	To identify the elements which may influenced personality development among participants in outdoor education program.	<ul style="list-style-type: none"> <li>• Quantitative method</li> <li>• Quasi-experimental study</li> </ul>	Outdoor education does give a meaningful impact on behavioral changes of the participants. It is proven that the four construct studied (cooperation skills, leadership ability, self-confidence, and ability to cope with changes) are closely related to individuals personalities.

2.	<p>Padilla-Meléndez, A., Fernández-Gámez, M. A., &amp; Molina-Gómez, J. (2014). Feeling The Risks: Effects Of The Development Of Emotional Competences with Outdoor Training On The Entrepreneurial Intent Of University Students. <i>International Entrepreneurship And Management Journal</i>, 10(4), 861-884.</p>	<p>To give an understanding on how changes in emotional competences affect the entrepreneurial intent of university students.</p> 	<ul style="list-style-type: none"> <li>• Quantitative method</li> <li>• Qualitative method</li> </ul>	<p>The increasing individual Emotional Competence has a positive impact on the individual entrepreneurial orientation, and by participating in the Outbound Training program, students can improve their entrepreneurial orientation as a result of the development of enhanced Emotional Competencies</p>
3.	<p>Umar, T. (2011). Pengaruh Outbound Training terhadap</p>	<p>To determine: (1) Effect of outbound training on self-</p>	<ul style="list-style-type: none"> <li>• Quantitative research methodology.</li> </ul>	<p>This study showed that there is an effect of the</p>

	<p>Peningkatan Rasa Percaya Diri Kepemimpinan dan Kerjasama Tim. <i>Ilmiah SPIRIT</i>, 11(3).</p>	<p>confidence (2) Effect of outbound training on leadership ability (3) Effect of outbound training on teamwork ability (4) The amount of outbound training contributions to improving character confidence, leadership and teamwork.</p>	<ul style="list-style-type: none"> <li>Measuring instrument based upon <i>Treatment</i> methodology by using Solving Formula.</li> </ul>	<p>results of outbound training on improving the character of self-confidence, improving the character of leadership, and on increasing teamwork for students.</p>
4.	<p>Sudjijono, B. (2003). Pengaruh Outbound Management Training Terhadap Potensi Organisasi (Studi Pada Pegawai Bank Indonesia Surabaya). <i>Jurnal Siasat Bisnis</i>, 2(8).</p>	<p>Conducted to analyze the relationship of OMT to organizational potential, and examine the potential of organizations that are influenced by OMT.</p>	<ul style="list-style-type: none"> <li>Quantitative research methodology</li> <li>The type of this research is using "perfectly randomized design", which is an extension of true experimental design.</li> </ul>	<p>OMT training has brought increased changes to the potential of BI Surabaya employees.</p>

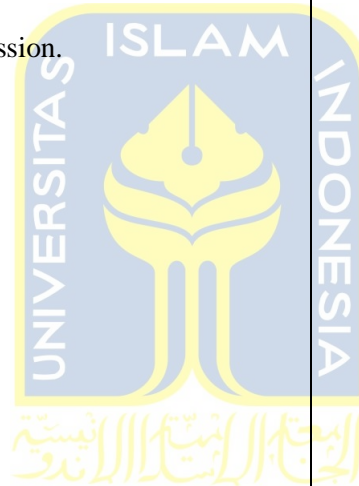
			<ul style="list-style-type: none"> <li>• <i>Wilcoxon Matched – Pairs</i> is used to matching the pre and post-test.</li> </ul>	
5.	<p>Fernández-Gámez, M. Á., Rosales-Pérez, A., Molina-Gómez, J., &amp; Mora-Lucena, L. (2018). The Effects Of Outdoor Training On the Development Of Emotional Intelligence among Undergraduate Tourism Students. <i>Journal Of Hospitality, Leisure, Sport &amp; Tourism Education</i>, 23, 39-49.</p>	<p>To study the effects of outdoor training on the development of emotional intelligence among undergraduate tourism students.</p>	<ul style="list-style-type: none"> <li>• 12 rope-test and Emotional Intelligence Questionnaire (TEIQue) were used in this research.</li> </ul>	<p>The results of this study confirm that the gap between the level of emotional intelligence of tourism industry professionals and those of undergraduate tourism students can be reduced by using experiential learning techniques such as outbound training.</p>

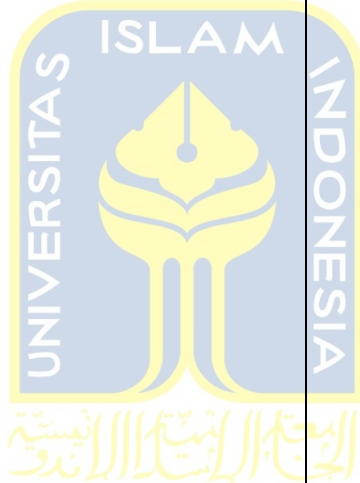


6.	<p>Hidayat, A., Linando, J. A., &amp; Ekasasi, S. R. (2017). The Impact Of University's Programs Toward Alumni Perceived Development. <i>A Case Study in International Program, Faculty of Economics, Islamic University of Indonesia</i>, 1-14</p>	<p>This research was conducted to evaluate whether the UII FE IP program had an impact on the development of student perceptions or not.</p> 	<ul style="list-style-type: none"> <li>Quantitative research method</li> </ul>	<p>the results shown in multiple regression analysis are: 1) professional behavior has a significant positive effect on the development felt by alumni; 2) creative thinking has a negative influence on the development felt by alumni; 3) literacy skills have a positive but not significant effect on the development felt by alumni; 4) global understanding has a positive but not significant</p>
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				influence on the development felt by alumni; 5) communication skills have a positive influence on the development felt by alumni.
7	Mirrahimi, S., Tawil, N. M., Abdullah, N. A. G., Surat, M., & Usman, I. M. S. (2011).  Developing Conducive Sustainable Outdoor Learning: The Impact Of Natural Environment On Learning, Social And Emotional	To prove that outdoor learning engaging with nature environment provide opportunities to improve academic achievement and social emotional intelligence for students.	<ul style="list-style-type: none"> <li>• Quantitative</li> <li>• Pre and post-test</li> </ul>	Students can experience to learn several values namely sharing, communication, team working, self-awareness, self-confidence, self-regulation, self-discipline, improved-solving problems, inspiration towards

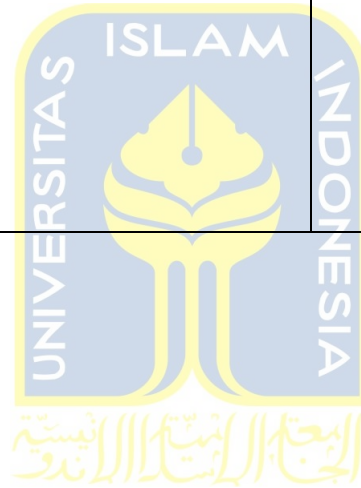
	Intelligence. <i>Procedia Engineering</i> , 20, 389-396.			learning, social skills and a significant global issues.
8	Chlebkova, D., Misankova, M., & Kramarova, K. (2015). Planning Of Personal Development and Succession. <i>Procedia Economics And Finance</i> , 26, 249-253.	To understand the importance of planning of personal development and succession.	<ul style="list-style-type: none"> <li>• Qualitative</li> </ul>	<p>The success of the company on the competitive markets depends on competent managers. To make such managers, company should give them the opportunity for development and succession in positions.</p> <p>Development of managers is closely connected to the company strategy and with the complex social conditions and the business</p>



				environment, therefore the process of learning should keep on going. Modern companies started to associate their performance and competitiveness with the formation of labor potential, characterized by a high level of talent, knowledge, skills and motivation.
9	Buchori, S., Ibrahim, M., & Saman, A. (2016). Pengaruh Character Education Training Melalui Outbound Training	The aim of this research is to know the honesty and integrity character's description of the awardee of Bidik Misi in	 <ul style="list-style-type: none"> <li>• Quantitative</li> </ul>	This research concluded that most of the participants have higher integrity and honesty after they have

	<p>Untuk Peningkatan Kejujuran Dan Integritas. <i>Jurnal Psikologi Pendidikan dan Konseling: Jurnal Kajian Psikologi Pendidikan Dan Bimbingan Konseling</i>, 2(1), 12-19.</p>	<p>Education Study Faculty of State University of Makassar before and after having the CEt through outbound as well as to know the CEt effect through outbound in increasing honest and integrity character of the awardee's.</p>		<p>done the training compared to before the training program.</p>
10	<p>Marimuthu, K. N., &amp; Mukherjee, S. (2014). Impact of Out-Bound Training (OBT) on MBA Students in Developing Their Leadership Skill: A Study on South India. <i>International Journal of Innovative Research &amp; Development</i>, 3(12), 384-391.</p>	<p>This study contempatlates the challenges OBT is taking on other methods of traditional management education training. There is an abundance of satisfaction with OBT training in students that has been demonstrated from this study.</p>	<ul style="list-style-type: none"> <li>• Quantitative</li> </ul>	<p>The impact of OBT on management education was viewed by more than fifty percentages of respondents. It is therefore empirically proven that OBT has a significant impact on students in management.</p>

				<p>Second, it has emerged from the interpretation of data that OBT has a significant impact on the development of attributes of leadership among students in management.</p>
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## 2.3 Human Resource Management

Snell & Bohlander (2015) stated that the essence of human resource management (HRM) is to bring various kind of people together in order to achieve a specific purpose. HRM involves various activities such as analyzing the competitive environment of a company and designing jobs to be successfully implemented to win the competition. The functions of human resource management are including planning, recruitment, staffing, job design, training/development, appraisal, communications, compensation, benefits, and labor relations.

### 1. Planning

Determining the number and the type of employees needed to accomplish organizational goals.

### 2. Recruitment

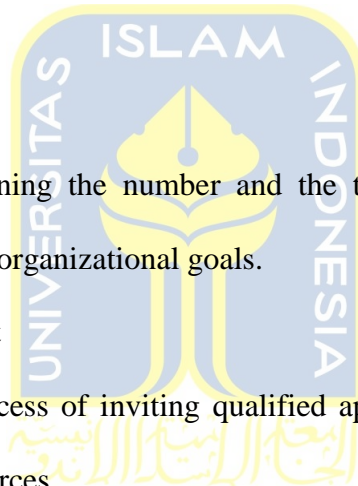
The process of inviting qualified applicants through internal and external sources.

### 3. Staffing

Identifying individuals that are qualified and relevant to the requirement of the job(s) available.

### 4. Job design

The result or improvement from job analysis through technological and human consideration to hone organizational efficiency and employee job satisfaction.



5. Training/development

Training is organization's effort to give opportunities for employees to learn about certain things that will improve their performance in certain job. Development is organizational activities to improve employees' skill and knowledge.

6. Appraisal

Monitors employee performance to ensure that it is at acceptable levels. It is used to evaluate employee performance and to see what kind of improvement needed for certain employees.

7. Communications

Relies information from director to employees which pertains to company policies or goals.

8. Compensations

A technique to improve employee's loyalty by giving feedback based on their work result.

9. Benefits

Additional facilities or privileged given from organization to employees.

10. Labor relations

To maintain peace and harmony in an organization for avoiding conflicts and smooth running organization.



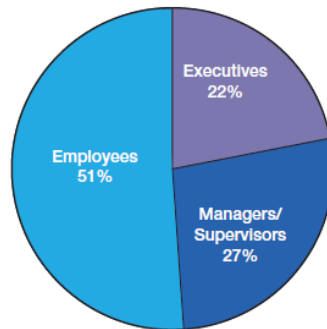
## **2.4 Alumni**

According to Cambridge dictionary, alumni are men and women who have completed their studies, especially at a college or university (dictionary.cambridge.org).

## **2.5 Training and Development**

Training and skill development of an individual or employee became a big concern for organizations. However, training is a very critical and time-consuming activity. The success of a training program is determined by the improvement of quality performance on the job (York, 2015).

Bohlander et al. (2013) mentioned that revenues and profitability of an organization is positively correlated with the amount and quality of training given to the employees. The types of training given for the employees are ranging from simple, on-the-job instruction to sophisticated skills training conducted on multimillion dollar simulators. There are other types of training including for new hires such as the regular training, customer service and communication skill training, and compliance training. The highest proportion of training is spent for rank-and-file employees and supervisor. However, the amount of money spent for training and development of leaders and manager has been increasing as it is assumed that companies tend to hire strong leaders in the midst of difficult economic condition.



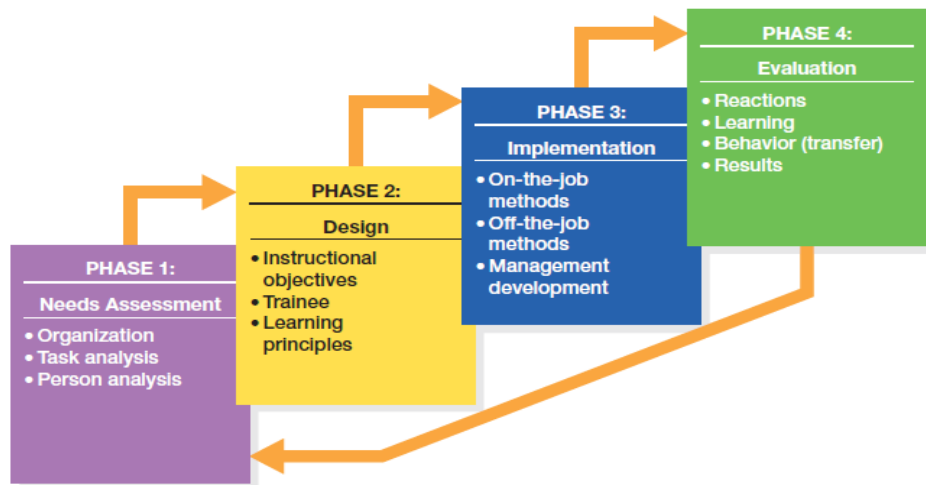
Source: Bohlander 2016

Figure 2.5 Training Expenditure Allocation by Type of Worker

### 2.5.1 Strategic Approach to Training

According to Bohlander (2015), the goal of training is to contribute to the overall goal of the organization. Therefore, manager should understand about the firm's goals to later construct strategies and orient their training accordingly. It is important to understand which part the organization need an improvement at or what problems the organization needs to solve. That way, manager can start to construct a training and development program that is suitable and can effectively give a positive result for the organization needs.

There are four stages of a strategic and systematic approach to ensure that a firm's training and development investment to have the maximum impact: (1) needs assessment based on the firm's competitive objectives, (2) program design, (3) implementation, and (4) evaluation.



Source: Bohlander 2016

Figure 2.5.1 Strategic Model of Training

### 1. Conducting the Needs of Assessment:

Training must be timely and focused on the company's current strategic issues. In order to make an effective and systematic training, there are three different types of analyzing that can be used by manager:

#### a. Organization analysis

Examination of the organization's environment, strategies and resources to determine where training needs to be given priority.

#### b. Task analysis

The process to determine the content of a training program based on a study of the tasks and tasks involved in the work.

#### c. Person analysis

The determination of individual who requires a training. In this type of analysis, performance appraisal information may be used to analyze the individual's need.

## 2. Designing the Training Program

There are four related issues to be focused on to design a training:

### a. Instructional Objectives

A written description about the desired outcomes of a training program.

### b. Trainee Readiness and Motivation

The readiness of the trainees means whether the trainee's experience has made them receptive to the training they receive.

### c. Principles of Learning

It is important to take full account of the psychological principles of learning. The characteristics of the training program will help employees understand new materials, make sense of it in their own lives and transfer it back to their own job. The principles of learning consists of:

#### 1. Goal Setting

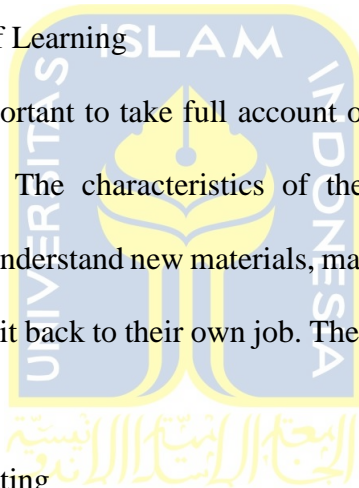
The level of understanding of the trainees will tend to increase when they fully understand the training goals and objectives.

#### 2. Meaningfulness of Presentation

A presentation with familiar terminology and experiences for the trainees will better the understanding.

#### 3. Modeling

A visual example is better given to help trainees better understand the materials.



#### 4. Individual Differences

Trainers are encouraged to deliver the materials in a variety of ways to make sure everyone can understand them.

#### 5. Active Practice and Repetition

Opportunities to practice their job tasks should be given to the trainees frequently.

#### 6. Whole-versus-Part Learning

Whole part learning is when all techniques learnt intact. Meanwhile part learning is to practice in part and recombined the parts back into whole.

#### 7. Massed-versus-Distributed Learning

While mass practice involves studying the material in mass, distributed practice describes a more separate method in which you study over time in intervals.

#### 8. Feedback and Reinforcement

Feedback is helpful for trainees to focus on what they are doing right or wrong which can be their motivational role in their performance.

#### 9. Characteristics of Instructors

The personal manner and characteristics of a trainer give a great influence in the training process. The desirable traits of an instructors are: *knowledge of subject, adaptability, sincerity, sense*

*of humor, interest, clear instructions, individual assistance, and enthusiasm.*

### **3. Implementing the Training Program**

The main consideration in choosing between different training methods is to determine which methods are suitable for learning the KSAs.

There are two primary group of training methods:

#### **a. Training Methods for Non-managerial Employees**

##### **1. On-The-Job Training**

A method where employees are given direct experience at the workplace with instructions from the trainer.

##### **2. Apprenticeship Training**

Both on-the job and off-the job training method for skilled workers by instruction and experience.

##### **3. Cooperative Training**

A combination of on-the job experience with theories from formal educational classes.

##### **4. Internships**

Programs offered by universities or organizations for students and giving the opportunity to gain real-work experience.

## 5. Governmental Training

Several state governments have begun to give contribution (sponsor) on career development for new and current employees by collaborating with private employers.

## 6. Classroom Instruction

Various training methods used and combined to achieve optimal learning.

## 7. Programmed Instruction

It is also called self-directed learning where participant is given a specific tool to break-down content for employee to learn. Later the employee will be given questions to be answered (on the computer).

## 8. Audiovisual Methods

Training with audiovisual devices.

## 9. Simulation Method

It is used to reduce cost and maximize safety by giving a training that is similar to the real job (emphasize realism).

## 10. E-Learning

A flexible training that can be taken anywhere via electronic media.

## 11. Learning Management Systems

An online system that offers various assessment, communication, teaching, and learning opportunities.

### b. Methods for Management Development

#### 1. On-the-job experiences

The methods of on-the-job experience are coaching, understudy assignments, job rotation and lateral transfers, special projects and junior boards, action learning, managerial staff meeting, and planned career progression.

#### 2. Seminars and Conferences

This method is used to communicate ideas, policies, or procedures, as well as to raise discussion.

#### 3. Case Studies

A method used in classroom learning situation.

#### 4. Management Games and Simulations

This method is widely used for the management development.

#### 5. Role-playing

This method is used to play the role of others with specific problems to have the sense of understanding and coping with others.



## 6. Behavior Modeling

This approach is a combined methods that shows desired behavior and gives trainee the chance to practice and role-play specific behaviors and receive feedback.

## 4. Evaluating the Training Program

To know the affectiveness of a training, it is necessary to conduct an evaluation. According to Bohlander (2015), there are four basic criteria to be used as evaluation tools: reactions, learning, behavior, and results.

### 2.5.2 Development Program

#### 1. Focus

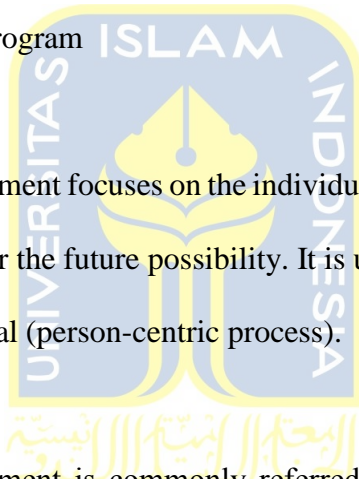
Development focuses on the individual and their career progression, preparing for the future possibility. It is ultimately the responsibility of the individual (person-centric process).

#### 2. Timeframe

Development is commonly referred as “long-term development” which is strategic in nature and solving future challenges. The program is a planned investment that may not be expected to manifest results for months or years.

#### 3. Scope

Development has wider scope with more philosophical and theoretical concepts. The subject area often are less tangible and cover soft skills such as effective communication, decision-making, and



building relationship. It provides breadth of knowledge and a foundation for growth and increased potential.

#### 4. Delivery Methods

Development program is an individualized process where the development plan may call for elements of traditional training and usually includes multiple approaches such as special projects.

### **2.6 Outbound Management Training**

Outbound training is identical with outdoor activity. Implementing an outdoor activity means giving an experiential learning to the trainees which means involving participants by giving them tools to handle specific problems in the field. By experiential learning, academic knowledge and practical skills can be easily linked because this method of learning lets people build an experience parallel to their daily ones and breaking down initial personal resistance. The term experience is related to reflection that forms abstract concepts to be taught. An experiential learning is successful when it is upon simultaneously cognitive and emotional aspects which later the experiences become ingrained and can be implemented in future situations (Fernandez-Gamez, Rosales-Perez, Molina-Gomez, & Mora-Lucena, 2017)

Outbound Management Training, specifically, is a method of self-development through experience (learning by experience) as one form of outdoor activities that are full of excitement and challenges (Sudjijono, 2003). The statement is supported by Umar, T. (2011), that stated outbound can also stimulate the spirit of learning and is a means to increase the knowledge gained

from a series of adventurous experiences. It was stated by the Minister of Public Health and Settlement of Republic of Indonesia that outbound activity is an effort of self (through thinking and physical exercise) which is very beneficial for the improvement and development of motivation, performance, and achievement to carry out tasks and interests.

Outbound contains a combination of simple yet meaningful games, dexterity and sports, and adventure. That at the end, the combination formed the elements of dexterity and togetherness and courage in solving problems. However, the games must be arranged in such a way not only it has to give a physical impact, but to the individual's affection (emotions) and cognition (thinking ability) as well.

Jamaluddin Ancok (2002: 41) also stated that outbound training is an outdoor training program that is based on the principle of "experiential learning" where the participants will learn the values while doing the physical activities and packaged in the form of games, simulations, discussions and adventures as delivery media material. As participants directly engaging in activities or learning by doing, feedback about the impact of the activities will be immediately carried out to be used as a material for self-development of each participant during the coming period. The impact of psychiatric outbound training can be seen after two or three months after training, especially from the affective session (Susilo, 2004)

There are five stages of the process in order to achieve the effectiveness of training, namely action, discussion, reflection, planning for improvement and implementation. The process of outbound management training helps participants gain character, so they can contribute both personally and as a member of a work team (as the games contain teamwork). Outbound Management Training has the goal of making strong, dignified, and robust human resource development based on four main values that are professionalism, innovation, patriotism, and love of nature with the main goal of Human Resource Development and Empowerment. The benefits that can be gained from OMT for participants / participants will provide improvement / development of self-potential (attitudes, insights, power of innovation, leadership, teamwork and confidence) – (Sudjijono, 2003).

In International Program of Universitas Islam Indonesia, there is a series of training called Outbound Management Training program 1, 2 and 3 held by Global Leadership program (GL Pro) to shape the character of students and the spirit of compassion and serving.

#### 2.6.1 Outbound Management Training Learning Method

In the Operational Standard Procedure of Outbound Management Training of IP UII, there are several methods used:

##### a. Andragogy

Andragogy method is a training method in which the process of learning interaction in training is an independent learning activity that relies on the learning community (participant) itself

(student-centered learning) and is not an activity of a teacher teaching something (teacher-centered learning).

By using this method the participant is expected to be an independent learner. Participants can appreciate the entire learning process and take learning / learning points independently so that the process and learning can imprint on the participants' minds and hearts.

b. Learning by Doing

Learning by doing is a learning method by inviting trained parties to do something where the learning process will occur simultaneously at that moment.

c. Experiential Learning

The experiential learning method invites participants to process experiences obtained from activities that have been carried out by the facilitator. By using Bloom Taxonomy (in OMT 1 and 2), participants will be accompanied through several levels of learning based on their experience to finally be able to obtain learning and implementation in the real world later after training.

d. Adventure Education

Hattie *et.al.* (1997) in Cooley *et.al.* (2014) mentioned that Adventure education is a structured activities in the outdoor, constructed to give participants the opportunities to practice, and reflect on, teamwork behaviors in a safe yet unpredictable

environment outside. Throughout the journey participants will be faced with a variety of different terrain conditions and activities that are challenging and risky as a metaphor of real life phenomenon.

e. Scouting

Scouting is a human resource empowerment model through a team system, there are no prominent individuals (superstars), carried out in the open, and using interesting methods, such as adventure with a fun, challenging and increasing training atmosphere (climax).

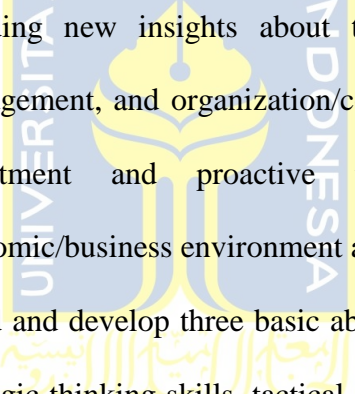
f. Social Engineering

Where participants will blend directly with rural communities in training locations as a medium to build self-awareness, responsibility, and sensitivity by going out of their comfort zones and experiencing first hand the lives of people in the location. In addition, participants are expected to be able to give a positive impression and benefits to the community at the site as a positive feedback from interactions during the activity.

## 2.6.2 Outbound Management Training 1

OMT 1 is designed for first semester students of IP UII (Law, Industrial Engineering, Economics, Accounting, and Management) along with a number of IP UII staff. **The methods of the training** are; experiential learning, learning by doing, and andragogy. These methods are expected to help students to become a strong and independent individual,

to be able to work in teams, dare to take risks, and have a good leadership spirit. Andragogy method is used in the process of training where in the process of learning interaction the participants are expected to get the learning points from the training activities through debriefing. The role of the facilitator in this stage is passive-active where participants are only given a sufficient framing but with a little help such as “selling ideas” when they face difficulties in completing the missions / games (Laporan Kegiatan Outbound Management Training 1 Tahun 2017/2018, 2018). The purpose of OMT 1 are:

- 
- a. Building new insights about the paradigm of leadership, management, and organization/company as a form of internal adjustment and proactive towards changes in the economic/business environment as external factors;
  - b. Build and develop three basic abilities of effective leadership: strategic thinking skills, tactical skills, and interpersonal skills to become future innovative leaders and entrepreneur leaders; and
  - c. Build and develop positive attitudes, value, culture, and behavior as effective leaders in the globalization / future area.

The training is held for three consecutive days in 2 different locations, Alas Papan Roto and Telaga Wahyu Sarangan East Java and divided into 3 stages as follows:

- a. Introduction to myself (me). The first day's activities began with the adventures of the city where participants were asked to travel by public transportation from the Giwangan Jogja terminal to the Cemoro Sewu gate; walk from; Cemoro Sewu to Alas Papan Roto; doing Solo activities.
- b. Team Building and Personal Challenge (me and you, us). Activities on the second day focused on developing trust and forming a solid team unit. The second day is filled with learning from several team games performed by participants carrying out a personal challenge in the form of a trip in the literature prepared by the facilitator team.
- c. Team Challenge (us). The activity on the third day considered of rowing using a raft at Telaga Wahyu.

### 2.6.3 Outbound Management Training 2

The second OMT is intended for fifth semester students (5); in the form of role playing activities in managing civil society with focus on leadership development, participation, managerial ability, and organizational behavior (Laporan Kegiatan Outbound Management Training 2 Tahun 2017/2018, 2018).

Outbound Management Training 2 is an outbound along with 3 days 2 nights camping which is carried out on Mount Lawu, Magetan, East Java. The **method** of this training are similar with OMT1; andragogy, learning by doing, and experiential learning. In the process of andragogy learning



the facilitator only provide sufficient framing before the activity begins. Mentoring in OMT 2 carried out by "selling ideas" as well as relationships between colleagues / siblings by giving as much decision-making and execution as possible to participants. Participant assistance will use a reflection technique which is a development of the debrief technique from OMT 1, where experience processing is carried out sporadically and unstructured and uses a personal approach. In reflection the facilitator will try to enter into the nature of the participants' thoughts and feelings in order to explore deep thoughts for participant learning. The forms of this outbound activity are:

In general, the OMT 2 activities in the participant will be challenged to carry out all activities properly in accordance with their respective job desk to go through 3 challenges; IP Mature, IP Professional, and IP Compassionate:

- a. IP MATURE; on the first day the participants will be given the title of IP mature. IP mature means the maturity value that arises from participants when carrying out all activities, both in their individual and group activities. The activity starts from the city / campus (a few weeks before the implementation) before heading to Alas Papan Roto (training place) which is consolidation. Participants will hold a meeting / consolidation to prepare all the preparations needed together. After that the participants will depart together towards the training site using

transportation equipment that has been prepared and agreed upon at the time of consolidation. After arriving at the training site, participants were asked to choose the kitchen logistics they would use and must leave 5 items that would be left in the logistical challenges. After all logistics have been prepared, participants will immediately work according to their respective jobdesk. Participants will conduct a daily evaluation when all activities on the day are finished. This evaluation aims to produce quality improvement work.

- b. IP PROFESSIONAL; IP Professional means the value of professionalism that emerges from participants when playing roleplay. Activities on the second day are still the same as the respective jobdesk. This second day is a time to improve the quality of work from the first day. Participants were challenged to correct any shortcomings on the first day, work better and carry out cooking challenges. A cooking challenge will be held to prepare for lunch. Participants will be divided into 2 groups, and each group will be asked to cook different side dishes with the same basic ingredients and will be provided by the facilitator. After that, at the end of the second day's activities, Brainstorming was held. Brainstorming is the core of this training as a learning activity with experiential learning methods that are metaphorically from the games that have been

implemented by participants so that participants are able to do, feel, and think about what learning points they get.

- c. IP COMPASSIONATE; IP compassionate means the value of the attitude of service / service provided by participants both for training and for all particles in the scope of the camp. On the third day there will be a workshop which is a discussion / debate / seminar activity. The themes discussed in the workshop are about 4 main themes of OMT 2 learning, namely organization, management, leadership and participation. Before the discussion / debate / seminar begins, OMT 2 participants will be divided into 3 or more groups and this group must be randomized again in each session. At each discussion / debate / seminar session, each group will be given time to discuss different theories which will then be discussed in the session (organization, management, leadership, and participation). After that discussion / debate / seminar can be started by giving time to each participant to present the results of the group discussion. Furthermore, one facilitator who is the moderator provides a case study that is relevant to OMT 2 activities and the theme of the session for participants to discuss again. The workshop is closed by the presentation of the key note speak by the facilitator.

#### 2.6.4 Outbound Management Training 3

OMT 3 as the last series of three OMT IP UII series as well as the final phase of the entire GL Pro series of activities for seven semesters during the normal study period of IP UII students, is expected to be an activity that integrates all learning from the previous GL Pro activities where students can apply what they have learned. The OMT 3 design resembles a level training design for the manager/executives class; participants as final level students are considered to have absorbed the theory so that they can carry out direct practice in adventure in the wild. Participants will be challenged to carry out long expeditions that require direct practice of concepts: leadership, participation, strategy, total quality management, risk measurement, and decision making in the wild (Laporan Kegiatan Outbound Management Training 3 Tahun 2017, 2017).

OMT 3 activities are simulations of the management, organization and social leadership processes of the community that occur within the company / organization / community / real life; especially simulation of individual and team behavior. Intervention of learning content through reflexes will be given to direct the formation of innovative global leaders in the globalization era who have strong, responsive, aggressive, superior and dignified characters. OMT 3 training used outdoor media that provide learning on the six main pillars, namely: leadership, patriotism, Religion, love of nature, professionalism, and entrepreneurship. The **method** of this

training are; adventure education, andragogy, learning by doing, scouting, and social engineering. The purpose of OMT 3 are:

- a. Building social sensitivity, a sense of humanity, and new insights about the spiritual leader, namely a transformational leader who has a strong motivation to be able to benefit the organization, society, and nation.
- b. Build and strong and open person so that they are able to adapt in any environment. Having effective and efficient communication and managerial skills.
- c. Build maturity and self-confidence so that they become personal leaders who have charisma and are able to become initiators in creating innovative ideas, convey them, and implement them in social life in organization and society.
- d. Build and develop norms, values, attitudes, behaviors, and positive culture as individuals with effective leadership in the globalization / future era.

The training is held for five consecutive days and divided into 3 stages as follows:

- a. IP CARE; at this stage participants are met with rural communities [along the Mount Willis adventure expedition; starting from the villages of Banaran, Tumpang, Seran, Pulosari, Ngliman, and Singokromo] where participants are invited to carry out community service programs as a form of

metaphor to build concern for others. At this stage participants are also exposed to "dead people" who are metaphorized through Solo activities at the funeral as a symbol of pilgrimage to remember that we will eventually die & must seriously live our lives according to the guidance of our religion. This stage lasted from the first day to the third day when participants had traveled half of the expedition in the debt of Mount Wilis. Participants through this stage are symbolized by receiving the OMT 3 uniform after successfully taking Solo activities in the burial complex of Banaran Village.

- b. IP CHALLENGER; at this stage the participants who were exhausted took half the adventure route faced with the rest of the journey with even greater challenges as a metaphor that the challenges in the global business world continued to increase from time to time. This stage lasted from the third day to the fourth day of the trip when participants finally reached the last Camp of the Mount Wilis forest expedition. The participants succeeded in reaching this stage symbolized by the embedding ceremony of the IP challenger hasduk in Seran Village (Madiun).
- c. IP CHAMPION; in this last phase participants were considered to have succeeded in taking a series of OMT 3 activities when they reached the last camp and were given the title of champion.

At this stage, at the end of the series of activities a closing ceremony will be held at CAMP IV or the last camp in the Singokromo waterfall complex; where the participant will get a certificate of passing the OMT 3.

## 2.7 Personal Development

Not only technology, human do need personal development to invest on self-improvement (Gimble, 2015).



Source: [www.skillsyouneed.com](http://www.skillsyouneed.com)

Figure 2.4. Maslow's Hierarchy of Needs

### 2.7.1 Common Issues in Personal Growth/Development (Gimble, 2015):

#### a. Micromanaging

The encouragement of improving and believing in self are essential to prove a man's ability in their field. Although this direct approach fosters

a man's autonomy, it may shape a mindset that a person could only rely on self, avoiding there are others (namely teammates) to share the responsibilities.

b. Leadership Training

Managing a group of people to achieve a specific goal could be tricky. However, there are some ways to guide to make the process become more manageable.

c. Compass

Analyzing a situation and making a faster way to get to the destination (the future) with estimations.

d. Compassion

The ability to recognize one's emotions or condition by giving enough recognition and attention on self-emotional state.

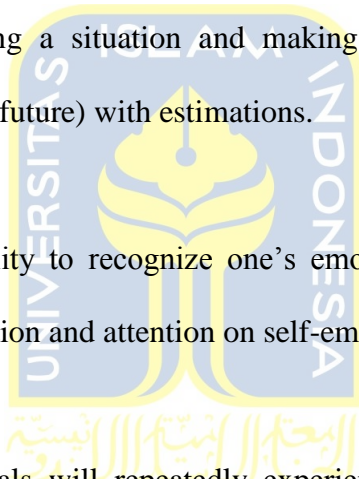
e. Change

Individuals will repeatedly experience change in their lifetime. Therefore the ability to adapt with the current situation is needed to move on with their lives.

f. Culture

Managers have to be objective on choosing who to hire as diversity of culture has increased. The young generation now tend to think it is fun and challenging to work with people with various cultures to give them more perspective.

g. Conduct





To evaluate new data and conclusions in an organization, it is important to emphasize the importance of maintaining a critical and skeptical approach. The aim of this approach is to be objective on the job. Meanwhile it can be destructive on individual relationships, leaders can take a step to express appreciation to their colleague more often.

h. Canteen

A leader will need a toolkit to begin the journey as a team leader manager. Therefore leaders need to promote build trust and adventure within the staff. Changes in organization may create negative reaction from the staff, but a good leader will open mindedly accept it and generate enthusiasm and willingness to try on the new situation. A choice of language used in daily conversation with your staff can be an effective way.

i. Managing Projects And Building Teams

Leadership skills often being implemented in individual projects. There are things to consider on the creation of a specific project, such as dimensional/mechanical and nonmechanical aspects. Project's dimensions and mechanics reflect its environments and resources. There are aspects to be determined to help evaluating a project's environment such as the project's goals, the quantifiable measures, sponsor, project's advocate, and the reliability of the assumptions. Meanwhile to evaluate the resources, the

considered aspects are the financial commitment, the level of available expertise and research support, and the committed facilities.

Non-mechanical aspects are the people who are involved in the project and how will they relate to one another in achieving a common goal. To organize a project team, a leader should define the management structure and process to relate it to the people involved. A leader then can delegate its implementation to the project manager to later lead the project team. Such practical experience empowers the staff and offer them opportunity to grow their managerial skills.

It can be quite tricky to choose a project team that match with the particular project. Therefore it is necessary to see through team players' personality as well as their experience and expertise related to the project. It is important to consider every team member's career objectives, developmental needs, ability to follow direction and accept supervision, and leadership potential. Those aspects later will help a leader determine a way to construct a chain of command.

j. Teaching

Teaching and learning on the job is essential for leaders. Although sometimes the process could lead into less efficient, leaders can always learn more from their mistakes than immediate success. Reflecting on previous teachers by analyzing their qualities and uniqueness to develop a teaching style might be helpful.

k. Communicating

Leaders must master in communicating as they are trying to deliver a message to the market. Choosing a media or how to deliver the message is important as people have different way to learn and think.

1. Fostering creativity

There are challenges on developing an organization. One of the most challenging process is on how to foster creativity and to discover something new to keep the organization fresh.

2.7.2 Managing Personal Development

a. Developing a personal vision

Self-motivation is important in self-developmnet. In order to develop self, a person needs to be clear on what he aspire to be in a few months or years. Therefore the individual would be able to take a step or mission on how to achieve the goal on what to develop.

b. Planning personal development

To make the process more realistic, it is important to draw the process on how to get there.

c. Starting the improvement process

On this stage, each individual would have differences on learning process and techniques to improve one self.

d. Recording personal development

It is important to record or write down every improvement made on the process of developing self, to be used as a reflection in the future.

e. Reviewing and revising personal development plans

Kolb (1984) stated that learning is a cycle. It is important to reflect on the experience and consider what a person has learnt from it. What it needs is a regular review of one self personal development plans and the development activities. Therefore a person can know whether they learn from what they have done.

### 2.7.3 Personal Development in OMT

#### a. OMT 1

##### 1. Total Quality Management

The ability of participants to manage their time and tasks can be seen during the process of building their own transportation equipment (raft) that will be used to cross the lake together. Participants were asked to divide the time between building a raft and lunch, then crossing the lake for a set amount of time because there were still other activities waiting. Before crossing the lake, participants were asked to check whether the raft they built was feasible and safe to use.

##### 2. Compass

Through the activity of crossing the lake, participants were given a challenge to take all flags at several points of the lake. In this challenge participants are expected to be able to analyze the situation so they can find the fastest way but still solve the challenges well, that is by dividing tasks between groups. This activity is a metaphor where IP UII as a world class university asks

participants to go to 2030 to become better individuals with their innovations and strategies.

### 3. Helicopter View

Helicopter view or seeing a problem from various points of views is one of the learning points that you want to instill in the participant's way of thinking. Participants will learn to see the many possibilities of a problem through the Lava River game. In the game, participants were divided into two groups and asked to cross the "lava river" with limited resources (mattresses). There participants are asked to think critically until finally an idea is reached to join other teams to achieve the same goal.

### b. OMT 2

#### 1. Innovative and Creative

With limited cooking tools and ingredients that have been determined by the facilitator, participants are divided into two groups and challenged to cook different menus from the same food materials so that it is enough for everyone at the location including participants and facilitators of OMT 1.

#### 2. Quality Improvement Work

During the training, participants are required to be better each day by evaluating at the end of the activity. These things can be measured by the results of the cooking, the dexterity of the participants in handling the problem, and how to manage the

cooking time and the division of tasks for which all responsibilities are left to the participants.

3. Serve (to give)

OMT 2 participants are expected to be able to feel the pleasure of giving to others (including participants and facilitators of OMT 1) by giving them big responsibilities as the only source of consumption for all "citizens" in the training location.

c. OMT 3

1. Confidence and Mutual Trust

After getting through all the challenges, participants are expected to be better at verbal communication and to believe in self on pursuing new activities. The fear that existed before OMT 3 was slowly eroded during the 5-day trip, for example by climbing a high incline, walking on a narrow road with ravine between them, and a fear of solo 3 which proved all participants could solve it without giving up. Participants learn that journey will end, after a challenge there will be a victory and each person is required not to give up easily. The demand to trust the patrol friends (group) and working cooperatively with the facilitator illustrates the forms of mutual trust in themselves and respect for others.

2. Self - Commitment to Teams, UIN, Nation, and Islam

During the journey, the spirit of patriotism and love for the country seemed to increase thorough national songs that were

sometimes sung during the trip and how this form of admiration or appreciation for nature in Indonesia was described. Participation in OMT 3 is also evidence that participants have commitment to their institutions UII and IP because OMT 3 is a program compiled by IP UII. Commitment that the team must stay together, as well as the awareness of each participant that they must learn together, support each other on the journey can be formed from activities on the journey. Commitment to participate in OMT 3 can be seen from participants' ability to find learning points without facilitator's provocations.

### 3. High Integrity

The disciplines of participant increases from the first to the last day as there is awareness from participants to respect the rules about not being allowed to bring instant foods. One example to familiarize participants with respect for the environment is by collecting waste.

### 4. Transparency

Transparency is a form of openness from someone to meet new people who must work together. Personal approach is the key to opening participant transparency. Transparency makes participants tell about their experiences on OMT 3 and is one indicator of success in reflection. Transparency among individuals during the trip, such as complaining, telling stories together,

laughing, and singing together. This is a result of the closeness between individuals who grew during the OMT 3 journey.

#### 5. Responsibility

Participants learn to be responsible for safeguarding borrowed items from H-read, consuming the cooked food and carrying the logistics required. Reflections on responsibility also arise in terms of helping each other and filling in the vacancies in a patrol which is a picture of the responsibilities of the patrol.

#### 6. Together as a team, IP, UII, nation and state, and Islam

Participants learn to do activities together, for example, traveling, cooking, eating, building tents, and sleeping. Without communication tools, togetherness becomes more real. Participants also learned to feel what the surrounding community felt that could be considered as a form of community togetherness through dialogue with the community or seeing what the community was doing when walking.

### **2.8 International Program of UII**

International Program of Universitas Islam Indonesia (IP UII), which began with the establishment of an international program at the Faculty of Economics in 1996, is the first international program of business and economic education for the undergraduate degree (S1) level in Indonesia. In line with its development, UII established an international program. At the beginning of 2011, to realize the mission of UII to become a world class



university, now all of these international programs have been integrated. Followed by the Faculty of Law and Industrial Engineering three year later. As a professional educational institution, IP UII is required to continue to do continuous improvement in order to be able to compete in producing competent and quality graduates. Graduates of IP UII are expected to have a characteristic in leadership character, which is a blend of UII's leadership characteristics: knowledge, scientific charity and global IP leadership characteristics: innovative global leaders. The IP of the Indonesian Islamic University (UII) was integrated into one and was called the International Islamic University of Indonesia Program (IP UII), equivalent to the faculty.

The goal of IP UII is to guide the students to become an innovative global leader. Therefore, IP UII provides the student with numbers of training programs, innovative lecturers, intellectual challenges, and international environment. One of IP UII excellent programs is the Character Building Program which is designed to equip students not only with knowledge competencies in the subjects they take, but also awareness of five basic aspects of character - academic knowledge, innovative leadership, entrepreneurial talent, competency skills, and global experience

The programs provided by IP UII are LKID, LKIM & LKIL (Latihan Kepemimpinan Islam Dasar-Menengah-Lanjut. In English: Basic-Intermediate-Advanced Islamic Leadership Training), OMT 1,2,3 (Outbound Management Training), and class teaching activities. LKID, LKIM & LKIL focus on students' characters. OMT 1, 2 & 3 focus on

shaping the character of students and the spirit of compassion and serving. And the daily teaching activity in class is a part of Character Building Program which focuses in shaping students' mind to be widely open (open minded) (Hidayat, Linando & Ekasasi, 2017).

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 Approach to Research**

In this research, the writer is using qualitative method approach. This method is chosen as the variables of the research occurred from a real phenomenon found by the writer. Qualitative method allows the writer to do direct exploration on the role of OMT in the personal development of IP UII alumnae. It also allows the writer to explore in which part and how far OMT has developed the alumnae. With qualitative method, hopefully there will be enough and specific data to achieve the research objective.

According to Sekaran (2016), a qualitative method is the one conducted through interviews to gather information, or the responses of open-ended questions from a questionnaire, observation, and from information that are already available gathered from various sources.

The type of this research is case study in which according to Stake (1995) and Yin (2009, 2012) in Creswell (2014), is a research design found in several fields, especially evolution, where researchers develop a thorough analysis of a case, often programs, events, activities, process, or one individual or more.

Cases are limited by time and creativity, and researchers gather complete information using various procedures for collecting data based on a predetermined time.

### **3.2 Research Samples**

According to Miles and Huberman (1994) in Creswell (2014), a discussion of participants and research locations can cover four aspects, namely setting (location of research), actors (who will be observed or interviewed), events (what events are felt by actors that will be the topic interviews and observations), and process (the nature of events perceived by actors in the research location). Creswell (2014) mentioned that qualitative researchers tend to collect data in locations where participants experience the issue or problem to be studied. Qualitative researchers do not bring participants into pre-arranged situations and do not share research instruments with participants. Participants are free to behave in natural context. It was also stated by Djamal (2015) that qualitative research does not refer to the number of population but the reliable informations that could be given by the interviewees

Therefore, the interviewees for this research was the Alumni of IP UII with the qualifications as follow:

1. Interviewee was an alumnae of IP UII who had attended OMT 1, 2, and 3.
2. Interviewee could not be a facilitator or an ex-facilitator of OMT 1, 2, or 3 to avoid biases.

3. The research focused on the post-training result according to the interviewee's experience and respond to the program.

Based on the qualifications above, the researcher has chosen 6 (six) alumni of IP UII as the interviewees. Those interviewees are:

1. Nadya Puteri, graduate of Economics from IP UII. Nadya entered IP UII in 2015 and graduated on March 2019, currently studying for a Master Degree at Universitas Gadjah Mada.
2. Sayyid Hakim Fathoni, graduate of Economics from IP UII. Thoni entered IP UII in 2014 and graduated in 2018, currently working at a transportation network company in Jakarta.
3. Silvia Ika Anggraeni, graduate of Management from IP UII. Silvia entered IP UII in 2015 and graduated in 2019. She was an intern at Bank Indonesia for 3 months and currently looking for a job.
4. Ardian Agung Praba Laksana, graduate of Management from IP UII. Agung entered IP UII in 2014 and graduated in 2018, currently working as a supervisor at a retail company in Jakarta.
5. Nauval Feizar Farhan, graduate of Accounting from IP UII. Nauval entered IP UII in 2013 and graduated in 2018, currently working as a freelance graphic designer.
6. Altriza Rusydina, graduate of Management from IP UII. Dina entered IP UII in 2013 and graduated in 2017, currently studying for a Master Degree.

### **3.3 Sources of Data**

A research has a purpose to collect a relevant data of the problem occurred. According to Sekaran & Bougie (2016), data can be collected from two kind of sources; primary and secondary.

#### 1. Primary Data

A primary data refers to information obtained directly by researchers on interest variables for specific purposes of research. According to Sekaran & Bougie (2016), a primary data referred to information collected from first hand by researchers on interest variables for specific purposes. Information from participants can be collected through questionnaires, interviews, or observations. The source of data for this research is the interviewees that will be IP UII alumni who had attended OMT 1, 2, and 3.

#### 2. Secondary Data

According to Sekaran & Bougie (2016), a secondary data refers to information collected from existing sources. The types of secondary data could be books, journals, annual reports, census data, publication, and so on. This research is using a secondary data to add on theoretical basis of the variables. Information of Universitas Islam Indonesia institution and the OMT 1, 2, and 3 programs reports are used in this research.

### **3.4 Data Collection**

#### 3.4.1 Research Instrument

According to Creswell (2014), the only instrument of a qualitative research is the researcher. The researchers collect their own data through documentations, interviews, or observations. In this research, the researcher used interview and documentation to obtain the data from the interviewees.

#### 3.4.2 Data Collection Method

Creswell (2014) mentioned a qualitative researcher collects the data through interviews, documentation, observation, and audiovisual information. The researcher then summarized all the data collected, gave it meaning and processed it into categories. Data collections used in this study were interviews and documentation.

##### 1. Interviews

According to Sekaran & Bougie (2016) there are two types of interviews; structured and unstructured interview. In this research, the method that will be used is semi-structured interview which is the combination of structured and unstructured interview and was conducted with a sequence of open-ended questions. The purpose was to raise the initial problem to the surface to be determined what factors requires deeper investigations and in accordance with the research problem.

The researcher used both face-to-face and telephone interview. Face-to-face interview was done with the interviewees domiciled in Yogyakarta. Meanwhile the researcher needed to do a telephone interview with the rest of the interviewees because of the considerable distance and

time that made it impossible to meet face to face. To gain the information from the alumni, the researcher conducted semi-structured interview which consists of closed- and open-ended questions and followed by more explanations from the answer.

In this research, the researcher also outlined the topics addressed to the interviewee to make the interview keep on track and focus on the topic discussed. The outlined topics are about the understanding of the alumni towards OMT 1, 2, and 3 program and the impact of the program to their personal development.

## 2. Documentation

Documentations referred to the data collected while conducting this research. The data from the related documents collected then analyzed and compared with the result of the interview. This research also collected data from the annual report document of Outbound Management Training 1, 2, and 3 in International Program UII. The document contains the meaning, purpose, and other information about OMT.

### 3.5 Data Analysis

According to Creswell (2014), analysis of qualitative data is a process of applying steps from specific to general with different levels of analysis.

1. Organize and prepare the data for analysis. Prepare and organize data including copying interviews, scanning material, typing field notes, grouping and cataloging all visual material, then sorting and grouping data based on information sources.

2. Read through all the data. The data provided about general informations regarding to the topic was used by the researcher to reflect on its overall meaning. The researcher tried to understand the general ideas of the interviewees and began to make general perception about the data.
3. Start the data coding process. In this research, data coding was used to segment and label text from the descriptions and themes in the data. The data coding was also used to discuss the interviewees' perspectives, activities, processes, experiences, and others.
4. Apply coding to describe the domains, participants, categories, and themes to be analyzed. On this step, the researcher generate description of the detailed picture of places, people, or events. Meanwhile themes are similar codes integrated to to get the core element in the analysis of the data. Descriptin and themes used to answer the research question provided deeper information and understanding about the topics.
5. Advance how these description and themes will be restated in a narrative and quality report. The description and theme then formulated into a narrative passage to discuss the chronology of the event and the discussions. The researcher also added some visuals, figures, or tables as the supporting information.



6. Making interpretations in qualitative research or interpreting data.

The interpretation was done by comparing the findings with the informations collected from the literature and reports.

### **3.6 Data Validity**

#### **3.6.1 Credibility Test**

According to Moleong (2005) the level of credibility replaced the concept of internal validity from non-qualitative. There are functions of each credibility test:

1. Carry out inquiry in such a way that the level of trust in its findings can be achieved.
2. Demonstrating the degree of trust in the findings with a way of proof by researchers on the double reality being studied.

According to Sugiyono (2015) triangulation in testing credibility is interpreted as checking data from various sources in various ways, and at various times. Triangulation is used as a combination of various methods used to study interrelated phenomena from different points of view. Triangulation includes four methods, namely: (1) method triangulation, (2) inter-researcher triangulation (if the research is conducted with groups), (3) triangulation of data sources, and (4) theory triangulation.

a. Methodology Triangulation

Method triangulation was used in this research to obtain reliable information and a complete picture of certain informations by using semi-structured interview to six different alumni of IP UI

b. Data Sources Triangulation

Triangulation of sources to test the credibility of data was done by checking the data that has been obtained through several sources. In this research, Source Triangulation was used by collecting the data from related sources (interviewees). The interviewees consist of two of batch 2015 alumni, two of batch 2014 alumni, and two of batch 2013 alumni. The researcher differentiate the interviewee based on the alumni's batch of entering university because the execution of the program may be different each year. Batch 2015, 2014, and 2013 are chosen with the consideration that the alumni still have fresh memory of the training.

c. Theory Triangulation

The information was compared with the perspective of the theory that is relevant to avoid the researcher's bias over the findings or conclusions produced. Triangulation of theoris could increase the depth of understanding provided that researcher was able to explore theoretical knowledge in depth on the result of data analysis that had been obtained.

### 3.6.2 Transferability Test

According to Moleong (2004), the transferability test differs from external validity from non-qualitative. The concept of validity states that the generalization of an invention can apply to all contexts in the same population on the basis of the findings obtained in a sample that is representative of that population.

It is also stated that transferability as an empirical problem depends on the similarity between the sender and receiver context. To make the transfer, a researcher should seek and collect empirical events about the similarity of the context. Thus, the researcher is responsible for providing sufficient descriptive data if he want to make a decision about the transfer. For this purpose the researcher must conduct a small research to ensure the verification effort.

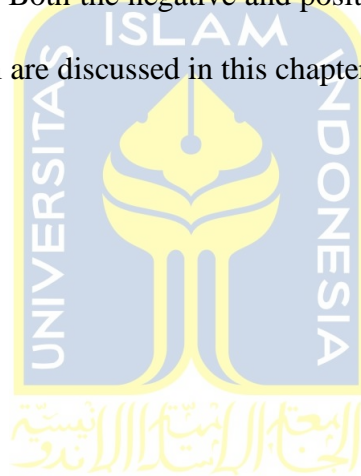
In this research, the researcher conducted transferability test through a procedure by designing the problem formulations and used it a interview guideline by conducting a preliminary research before conducting the interview.

## CHAPTER IV

### THE CONTRIBUTION OF OMT 1 TO IP UII ALUMNI PERSONAL DEVELOPMENT

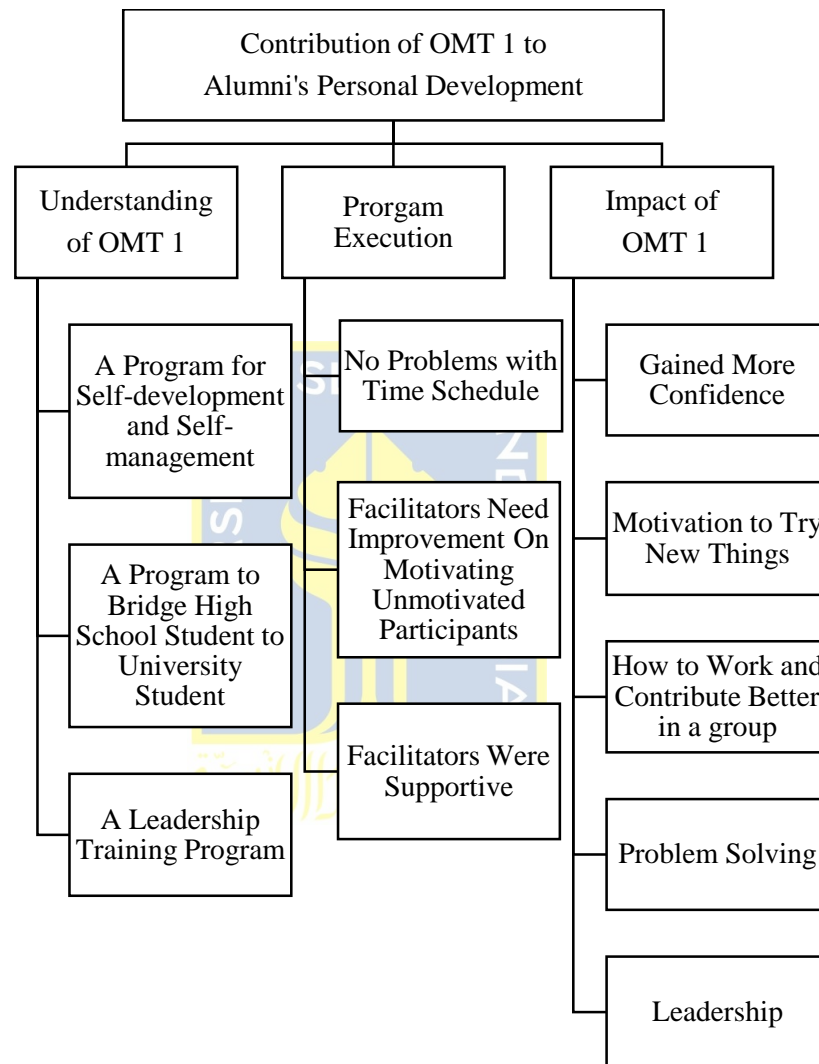
#### 4.1 Introduction

This chapter discusses the impact of OMT 1 for the alumni personal development. The data of the findings discussed with a figure that differentiate each result for the understanding of the program, the impact, as well as the program execution. Both the negative and positive responses from the alumni toward the program are discussed in this chapter.



## 4.2 Findings

### Data Display for the Contribution of OMT 1 to IP UII Alumni Personal Development



Source: Processed Primary Data (2019)

**Figure 2.1** The Contribution of OMT 1 to IP UII Alumni Personal Development

The figure above showed the contribution of OMT 1 to personal development according to the alumni:

**Understanding of OMT 1:** according to the alumni, OMT 1 is a leadership training program that focuses on self-development and self-management. This program is also considered as a program to bridge high school student on becoming university student.

**Impact of OMT 1:** through the activities, alumni learned how to be more confidence and becoming more motivated to try new things. The program has also contributed to enhance leadership skill and influence on alumni's skill on problem solving and leadership skill.

**Program Execution:** alumni mentioned there is no problem with the time schedule of the program. The facilitators are supportive to the participants, but still need some improvement on motivating the unmotivated participants.

### 4.3 Understanding of OMT 1

#### 4.3.1 Self-development and Self-management Program

The ability to manage one self and develop one self were mentioned by Nadya, Thoni, Dina, and Agung as the impact of OMT 1 program. According to Nadya, OMT 1 was a compulsory program from IP UII for self-development and managing self.

“It was a compulsory program of IP UII for new students. For self-development... to learn to manage ourselves” (Nadya, 24/5/2019, 10.00 WIB)

Sharing the same opinion with Nadya, through the activities of OMT 1, Thoni and Agung both agreed that OMT 1 was conducted to train the participants to manage themselves better.

“It is to train us, the participants, to manage ourselves better.” (Thoni, 3/6/2019, 12.10 WIB)

“...enhance leadership skills; confidence, public speaking, managing people and ourselves” (Agung, 4/7/2019. 18.04 WIB)

Dina also stated that OMT 1 helped new students to develop themselves.

“As far as I know, OMT 1 is a program for new students. I think it’s for self-development” (Dina, 15/09/2019, 09.00 WIB)

#### **4.3.2 Bridging Program from High School Student to University Student**

According to Agung, OMT 1 was conducted to help bridge the new students from a high school student to become a university student. In short, OMT 1 has helped Agung to change the mindset of a high school student to becoming a university student, as there were changes and differences in responsibilities and ways for a university student.

“...as far as I know, OMT 1 is a process to bridge the participants, from a high school student to becoming a university student so that we as students can learn more about leadership skill.” (Agung, 4/7/2019, 18.04)

Via has mentioned a similar respond, saying that OMT 1 had helped her to understand their friends better though the program. She considered this program to help her to adapt with the university life. Therefore, OMT 1 was a bridging process from which she was a high school student to become a university student.

“...to bridge us as a high school student to understand how university will be like..” (Via, 13/6/2019, 20.30 WIB)

Their statements were also supported by Nauval that says:

“I think OMT 1 aims to build our character who just entered the university world” (Nauval, 12/9/2019, 12.30 WIB)

### **4.3.3 A Leadership Training Program**

Three of the respondents shared the same understanding about OMT 1 program. Nadya and Agung had the same opinion that OMT was conducted to enhance the leadership skill of the participants.

“...to enhance our leadership skill, to be brave and better on public speaking and managing people who work with us.” (Agung, 4/7/2019, 18.04)

Nadya also said that OMT 1 is aimed to improve the participants' leadership skill though several games conducted in the program; lava river, rafting, and others.

“It is for us, the participants, to learn how to manage ourselves and to lead others though several games” (Nadya, 24/5/2019)

Nauval also mentioned that OMT 1 is a training focusing on how to enhance the leadership skill of the participants.

“We were taught how to work in a team, how to interact with people, as well as leadership training program.” (Nauval, 12/9/2019, 12.30 WIB)

## **4.4 Program Execution**

### **4.4.1 No Problems With Time Schedule**

Despite all the rumors involving student's objections toward OMT 1, all the respondents of this research did not mention any problem related to the time schedule because the program was held during the holiday season meaning that there was no class to be missed for the program.

“...no problem on the time schedule...” (Via, 13/6/2019, 20.30 WIB)



Other participants also stated that the schedule of the program did not interfere the class schedule as it was held on holiday,

“My OMT 1 schedule did not interfere with the class schedule at that time.” (Nadya, 24/5/2019, 10.00).

“There is no problem with the schedule.” (Agung, 4/7/2019, 18.04 WIB)

“That was all the problem, I didn’t have anything else including the time it was conducted.” (Thoni, 3/6/2019, 12.10 WIB).

#### **4.4.2 Facilitators Needs Improvement on Motivating the Unmotivated Participants**

Thoni stated the need of improvement for the facilitator regarding their skill of motivation. During the program, Thoni saw some other participants were not motivated to join the program even from the beginning. Not that the facilitator did nothing to make the participants proactive, but the way to persuade the unmotivated participant is very necessary to be improved during the program.

“...there should be improvement on how the facilitator motivates participants who feel bored or do not seem interested since the beginning of the program. It is difficult to provide benefits to people who form the beginning are not interested in the program itself.” (Thoni, 3/6/2019, 12.10 WIB)

#### **4.4.3 Supportive Facilitator**

Nadya, Via, and Dina stated that the facilitators of OMT 1 were very supportive and helpful during the program. It was seen from when they were facing several difficulties during the activities, the facilitators were always there to motivate and persuade them to finish every challenge.

“The facilitators were kind and very supportive. There is nothing that is lacking in my opinion...” (Nadya, 24/5/2019, 10.00 WIB)

Via was also being helped by IP staff that was in charged during the program.

“The facilitators and IP staff were helpful when I needed help as I was not in my best condition at that time.” (Via, 13/6/2019, 20.10 WIB)

The statement was also supported by Dina that mentioned that the facilitator were very helpful during the program.

“I think it was fine for me. The activities went well... the facilitators were kind and helpful.” (Dina, 15/09/2019, 09.00 WIB)

#### **4.5 Impact of OMT 1**

##### **4.5.1 Gained More Confidence**

The activities of OMT 1 had made the participants become more confident with the decision and action they were going to take in real life implementation. This impact was felt by Nadya, Agung, Dina, and Thoni, as the activities they went through on OMT 1 encouraged them to talk more in group.

“OMT 1 has changed me a lot. I feel like now I am becoming more confident.” (Nadya, 24/5/2019, 10.00 WIB).

Nadya mentioned that one of the activities that had changed her a lot was when the participants were asked to build a traditional raft with bamboos and ropes. The activity had encouraged her to believe in herself through delivering ideas and thoughts in the process of finishing the challenge.

“...but then after a while I felt the motivation to finally speak up. I felt a little confidence grew in me during the process of building the raft.” (Nadya, 24/5/2019, 10.00 WIB).

Nadya also mentioned that the confidence boosted up after she gave more contribution by speaking up her ideas and was actually useful for the

process of building the raft. The fact that her idea was appreciated and helped the group to work better motivates her to be more proactive in the future.

“I felt useful and proud of myself...I started to motivate myself to be more proactive...I have to help with my ideas in the future.”  
(Nadya, 24/5/2019, 10.00 WIB)

The same effect was felt by Agung and Via after undergone the program. Agung mentioned that he has become more confident in speaking up through several activities of OMT 1 such as debrief, raft building, and other activities that encouraged the participants to speak up.

“I became more confident and braver to speak in front of people after OMT.” (Agung, 4/7/2019, 18.04 WIB)

“There were games that ‘forced’ us to speak up and team working”  
(Agung, 4/7/2019, 18.04 WIB)

“It helped me gain more confidence.” (Via, 13/6/2019, 20.30 WIB)

Thoni shared the same idea as he mentioned that OMT 1 had helped him to become a confident individual.

“I think OMT 1 had indirectly trained me to become more confident, braver on speaking up my ideas, and to believe more in myself. I am becoming a more active individual rather than I was.”  
(Thoni, 3/6/2019, 12.10 WIB).

As a quiet kind of person, Thoni felt the impact of OMT 1 to himself mostly through raft building activity.

“And honestly at that time I was still the kind of person that chose to be quiet. I did not talk much because I thought I did not know what I was doing, but who am I kidding? My friends were just as

clueless as I was but at least they tried so we can finish the mission.”  
(Thoni, 3/6/2019, 12.10 WIB).

It was mentioned on the interview that Thoni was triggered to speaking up the ideas on his head and finally decided to give it a try as he finally knew that the key to success was communication. Therefore, he felt that the need to communicate his ideas to the other participants is important in order to accomplish the challenge.

The similar experience was felt by Dina whom mentioned that OMT 1 through the activities helped her to become more confidence on sharing her ideas.

“I think the program quite helped me to boost up my confidence. You know that one activity called de brief where everyone has to speak up and share our thought about the last activity? I was very encouraged by that.” (Dian, 15/09/2019, 09.00 WIB)

#### **4.5.2 Motivation to Try New Things**

The motivation to try new things, apparently, was felt by the participants after participating OMT 1 program. Not only Nadya became more confident to speak up but also she was brave to try new things she had never even thought of before.

“I used to be the type of person who does not want to try new things...but after

I went through OMT 1, I know it’s more about how to develop ourselves, how we trust ourselves.” (Nadya, 24/5/2019, 10.00 WIB)  
Through the activity of SOLO 1 and 2, Nadya found herself able to conquer her fear by successfully finishing the challenge on her own.

“After I succeeded completing SOLO 1 and 2, I finally understood that I could do everything if I think I can. I just haven’t tried it yet

and I never knew what I am actually capable of. I never knew what the result will be.” (Nadya, 24/5/2019. 10.00 WIB).

It was mentioned that the activities of OMT 1 had helped Nadya to get an insight that to believe in one self is the key. Trying new things could be hard as it means getting out of a person’s comfort zone. Therefore, having the courage to try means the person needs to be ready with all the consequences. In order to know what benefit it could give, is to try it ourselves.

Not only Nadya, Agung shared the same feeling toward how OMT 1 has helped him becoming brave by encouraging him to try new things and experiences confidently.

“From that experience, I started to learn to try new things, new experiences...” (Agung, 4/7/2019, 18.04 WIB)

#### **4.5.3 Work and Contribute Better in Group**

The activities of OMT 1, according to Nadya and Thoni, have helped them to understand more on how to work with people or in a group. Both of the respondent mentioned that point because most of the activities on OMT 1 required a group work in the process to achieve specific goals.

“After OMT1, I feel the fun and challenge to work with people...” (Nadya, 24/5/2019, 10.00 WIB).

Thoni even made two statements that he learned the importance of every role in a group, and that everyone needs each other for a good team work.

“I learned that everyone in a group as an important role to make a good team work...they need you, you need each other.” (Thoni, 3/6/2019, 12.10 WIB).

“A good teamwork, a good result need a good communication and active members that are willing to be critiqued...” (Thoni, 3/6/2019, 12.10 WIB)

A statement was also stated by Nauval through the activitis, he learned to give better contribution.

“I learned how to contribute better in each activity. And from learning to contribute, I also learn how to be a good leader” (Nauval, 12/9/2019, 12.30 WIB)

Dina also stated that she was encouraged to give contribution through the activity to build the raft because according to her, one contribution from a person in a team is very important.

“...especially on the last day when we had to build a raft, it was quite difficult and we needed to focus... But from there I understand the contribution of one person in a team is very important. So I try as much as I can.” (Dina, 15/09/2019, 09.00 WIB)

Nauval who also felt the same effect gave an additional point on the form of contribution that a member could give to the group.

“Contributions can take the form of ideas, from paying close attention to what the facilitator explains about the game itself. If we understand, we won't ask many questions, if we don't ask too many questions, we can make it faster to do other activities.” (Nauval, 12/9/2019, 12.30 WIB)

#### **4.5.4 Problem Solving**

One of the participants, Agung, shared an opinion that is not shared by the other respondents. Agung said that from the challenges given in the OMT 1 games, he now learned how to solve problems better, as from what he remembered, almost every activities of OMT 1 required the participants to think and make strategies to finish the mission.

“From the games and challenges, we learned how to solve problems...” (Agung, 4/7/2019, 18.04)

Nadya also mentioned that she got to learn how to solve problem specifically during the activity of building the traditional raft by communicating every idea.

“And I also learned that in order to solve a problem in a group work, we need to communicate and share our ideas.” (Nadya, 24/5/2019, 10.00 WIB)

These two statements were also supported by Nauval that mentioned he got the learning point of problem solving.

”from that game (raft building) we finally learned how to solve problems.” (Nauval, 12/9/2019, 12.30 WIB)

#### **4.5.5 Leadership Skill**

Another experience that was not felt and mentioned by other participant was mentioned by Agung. Agung said that OMT 1 activities have helped him to be a better leader through the discussion and how to make everyone listened and tried his suggestion in every problem solving games.

“...enchanche leadership skills; confidence, public speaking, managing people and ourselves.” (Agung, 4/7/2019, 18.04 WIB)

Not only Agung, Nauval also mentioned that the activities of OMT 1 have taught him to be a leader by taking the responsibility to be an example for the other participants.

“From there I personally also learned a better leadership skill because we not only encourage ourselves to be able to, but also other friends and must be ready to be an example also for those who do not dare to do something or lazy to do it.” (Nauval, 12/9/2019, 12.30 WIB)

## 4.6 Summary

IP UII Alumni had several statements on the contribution given by OMT 1 towards their personal development. The result of this research is summarized below on the table.

**Table 4.6 The Contribution of OMT 1 to Alumni's Personal Development**

No.	Research Findings		Interviewees					
			Nadya	Thoni	Via	Agung	Nauval	Dina
1	Understanding of OMT 1	Self-development and Management	✓	✓		✓		✓
		Bridge High School Students to University Students			✓	✓	✓	
		Leadership Training Program	✓			✓	✓	
2	Impact of OMT 1	Gained More Confidence	✓	✓	✓	✓		✓
		Motivation to Try New Things	✓			✓		
		How to Work and Contribute Better	✓	✓			✓	✓
		Problem Solving	✓			✓	✓	
3	Program Execution	Leadership				✓	✓	
		No Problem with Time Schedule	✓	✓	✓	✓		✓
		Facilitators Need Improvement on Motivating Unmotivated Participants		✓				
		Supportive Facilitator	✓		✓		✓	

Source: Processed Primary Data (2019)

Based on the table above, it can be concluded that the interviewees had different answers for each findings. It was mentioned that the understanding of OMT 1 are for self development and management, to bridge highschool students to university students, and as a leadership training program. Most of the interviewees (five) stated the impact of OMT 1 was to help them gained more confidence. The other respond stated the impact of OMT 1 are to work and contribute better, problem solving, leadership, and the motivation to try new things, which leadership and the motivation to try new things had the least number of interviewees (two) who mentioned it. Meanwhile for the program execution, five of the interviewees stated there was no problem with the schedule for the program,



except for Nauval. Three of the interviewees mentioned the facilitators were supportive during the program, and one interviewee stated that the facilitators still needed improvement on motivating the unmotivated participants.

#### 4.7 Discussion

This research showed the contribution of OMT 1 program to IP UII alumni personal development through their experiences as a participant back when they were still a student. To know how the program had contributed to their personal development, the respondent had to define the meaning and purpose of the program. The respond of the interviewees toward the program understanding, execution, and impact, then compared to the purpose and the program design then to additional theories related to the result. The result for alumni's understanding toward OMT 1 program is that OMT 1 was held for the purpose to help or *bridge new students* that was previously a high school student, to enhance their *leadership skill* and *self and management development*. The statements made by the interviewees were aligned with the purpose of the program written in the report of OMT 1 by H-READ and IP UII.

The interviewees stated that OMT 1 was held to enhance the leadership skill of the participants through the group activities and responsibilities given, as OMT 1 was dominated by playing games and required the participants to take parts in some actions. This statement is aligned with the purpose of the program which stated that OMT 1 was designed to build and develop the basic ability of effective leadership. This finding is also in coherence with what was stated by Afiatin (cited in Zipi and Noviati, 2012) that one of the general

functions and objectives of outbound training is to increase the leadership spirit of the participants. It was also stated by Sudjijono (2003) that OMT is a method of self-development through experiences, in which this theory supported the interviewees' understanding that OMT 1 was held for the purpose of self-development.

From the understanding of the program, the interviewees also gave opinion about the execution of the program. The interviewees stated that they had no problem when attending the program, from the preparation to the end of the program. The duration and how the program was conducted was not a big problem for the interviewees. It was stated that the schedule did not interfere their classes as it was held on holiday. However, although the interviewees stated that the facilitators were supportive enough, there was suggestion for improvement. The interviewees stated that the facilitators still need improvement in term of motivating the unmotivated participants as not every participants were happily attending the program. Munshi and Deshpande (2014) found in their research that the trainer's competency (in OMT called as facilitators) and training methods are the critical factors to ensure the success of outbound training. It means the facilitators of OMT 1 needed some improvement on maximizing their performance on the program, in order to achieve the goal of the program itself.

The interviewees had also stated the impact of OMT 1 to their personal development after they had graduated from UII. It was stated that the interviewees gained more confidence especially on speaking up their ideas as

back in the program, there were activities such as debrief and other games that required them to discuss and speak up. It was also stated that they had learned how to work and give better contribution in a group work. The interviewees had realized it especially now that they are working with people. These findings are supported by the statement of Afiatin (cited in Zipi and Noviati, 2012) about the general purpose of outbound training, which two of them are to increase the participant's confidence and increase the sense of need for the importance of teamwork to achieve goals optimally. The interviewees stated that the program had helped them to be active at work considering the importance of their contribution.

The research of Fernández-Gómez (2018) stated that Outbound Training has eliminated the gap that exists in Emotional Intelligent skill, in other words, it has the impact by giving the participants more ability in adaptability, control emotional, self-motivation, and stress management. This theory supported the findings on the impact of OMT 1 to the alumni's personal development. Meanwhile for the self-motivation, the interviewees stated that they had become more motivated to try new things now, for example to take challenges and opportunities at work. This behavior occurred from the experiences of the program that the interviewees had to finish the challenges and conquer their fear, for example on personal challenge activity.

The last impact of the program stated by the interviewee was the ability of problem solving. This findings is also supported by the statement from Kolb (cited in Fernández-Gómez, 2018) that outbound training helps the participants

to have the ability on problem resolution as the games and activities on the training required the participants to finish some challenges. Although the program raised some critiques specifically on how the facilitators were handling the participants, the interviewees felt several changes and impact they gained from attending OMT as stated above.

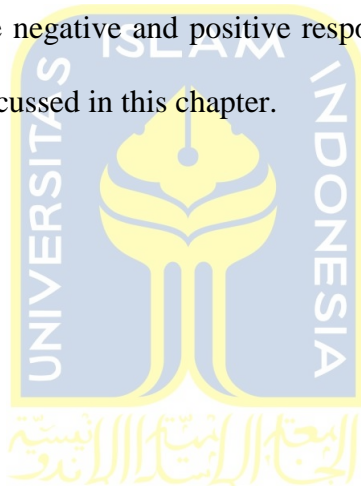


## CHAPTER V

### THE CONTRIBUTION OF OMT 2 TO IP UII ALUMNI PERSONAL DEVELOPMENT

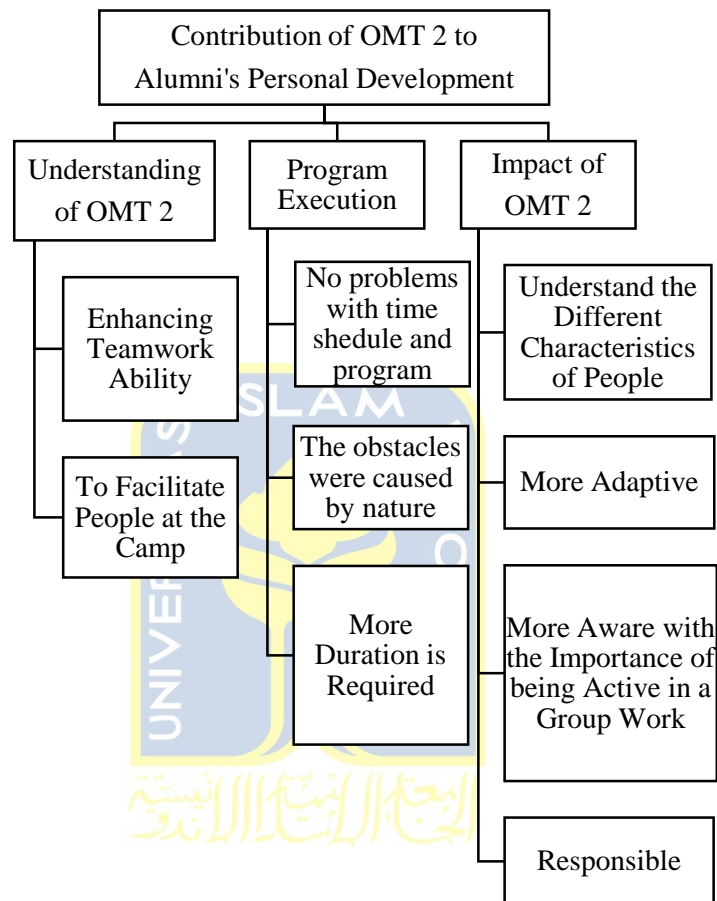
#### 5.1 Introduction

This chapter discussed the impact of OMT 2 for the alumni personal development. The data findings displayed a figure that differentiate each result for the understanding of the program, the impact, as well as the program execution. Both the negative and positive responses from the alumni toward the program are discussed in this chapter.



## 5.2 Findings

### Data Display for the Contribution of OMT 2 to IP UII Alumni Personal Development



Source: Processed Primary Data (2019)

**Figure 5.2** The Contribution of OMT 2 to IP UII Alumni Personal Development

The contribution of OMT 2 to the Personal Development according to alumni:

**Understanding of OMT 2:** according to the alumni, OMT 2 is the next level of OMT 1 with the purpose of enhancing teamwork ability and to facilitate people at the camp.

**Impact of OMT 2:** through the activities of OMT 2, the alumni learned to understand the differences in people's characteristics, becoming more adaptive and evolving to become a better individual, more grateful with any given condition, having more awareness of being active in a group work, managing people, and to value time more.

**Program Execution:** the alumni mentioned that there were no problem regarding to the time schedule and the program. The obstacles faced while on the camp were mostly caused by nature. Another opinion was mentioned that three days were not enough to get all the learning points of the program.

### **5.3 Understanding of OMT 2**

#### **5.3.1 Enhancing Teamwork Ability**

According to Nadya, OMT 2 program was aimed to train the participants on team working; by cooking, building tent, and other activities to accomplish the goal of the program.

“...more about team work. To enhance our ability to work with people in a better way.” (Nadya, 24/5/2019, 10.00 WIB)

Nauval also mentioned that OMT 2 was aimed to enhance the ability of teamwork through the activities such as cooking and building tents.

“OMT 2 seems to put more emphasis on working together better...”  
(Nauval, 12/0/2012, 12.30 WIB)

#### **5.3.2 To Facilitate the People at The Camp**

Via and Agung shared the same opinion on the understanding of OMT 2 program. Both mentioned that OMT 2 was aimed to give the participants an understanding of the good on giving.

“...to help preparing foods and other needs (tents and stuffs) for OMT 1 participants.” (Via, 13/6/2019, 20.30 WIB)

“Facilitate the people at the camp including OMT 1 and 2 participants.” (Agung, 4/7/2019, 18.04 WIB)

Dina has also mentioned that OMT 2, as what she remembered was to help the participants of OMT 1 to prepare for foods and tents.

“I think as what I remembered we had to help OMT to prepare foods and also to build tents. I think it taught us on how to share and serve others.” (Dina, 15/09/2019, 09.00 WIB)

Added by Nauval statement that stated the similar opinion saying OMT 2 helped preparing food and for both OMT 1 and OMT 2.

“Help cook and prepare the needs for both OMT 1 and OMT 2 themselves such as tents for example” (Nauval, 12/0/2012, 12.30 WIB)

## **5.4 Program Execution**

### **5.4.1 No Problem with Time Schedule**

The respond of the program time schedule is similar to OMT 1. IP UI Alumni mentioned that there were no problems related to the timing of when OMT 2 was held because the program was held at the same time along with OMT 1, which is on holiday.

“Hmmm I didn’t see any problem with the program. From the schedule and place there was no problem at all for me. Everything was good including the facilitator.” (Nadya, 24/5/2019, 10.00 WIB)  
“I have no problem with the program at all.” (Via, 13/6/2019, 20.10 WIB)

“The timing of OMT 2 did not interfere anything related to my academic study.” (Agung, 4/7/2019, 18.04)

“The schedule was fine.” (Nauval, 12/09/2012, 12.30 WIB)



#### **5.4.2 Obstacles from the Nature**

The program was not free from obstacles. Thoni and Agung mentioned that the obstacles during the program was mostly caused by nature, because the training was held outdoor.

“There were obstacles, but mostly due to weather factors because our activities were done in an outdoor area.” (Thoni, 3/6/2019, 12.10 WIB)

The nature obstacles had made the team to have more work to do that it should be because sometimes it was unpredictable.

“The obstacles were mostly caused by rain or other nature effects, therefore we had to do extra work.” (Agung, 4/7/2019, 18.04)

It was difficult for the participants as they were in charge of the tents and help the facilitators to fix it whenever there were some problem with it, especially when the weather was not friendly.

“...there must be some obstacles because we are responsible for the tents, so if the tent is shifted or there is something that leaks a little, we must be standby. Natural Factor mostly.” (Nauval, 12/0/2012, 12.30 WIB)

#### **5.4.3 Ineffective**

It was mentioned by Agung that there were a lot to learn from the program, only he thinks it would need more days for the participants to really learn everything on the program.

“It was good but I think we would need a little more time to get all the learning points.” (Agung, 4/7/2019, 18.04 WIB)

Additional point was stated that the program could be better executed and three days was not quite enough for the participants to learn everything.

More effort was needed to make the participants fully understand and get the point of this program

“It was not optimal I think. Although I get some learning from the program, I still think it could be better executed. There were a lot more we could have get from the program. Only the duration was too short for us to have learned everything” (Dina, 15/09/2019, 09.00 WIB)

It was suggested for International Program of UII to consider a better method or even more days to maximize the training output.

“Maybe IP can change the method or add more days.” (Dina, 15/09/2019, 09.00 WIB).

## **5.5 Impact of OMT 2**

### **5.5.1 Understand the Different Characteristics of People**

OMT 2, as an activity that involves group work in almost every activity done by the participants, has made some of the respondents learned about people’s characters. Nadya and Agung mentioned that through OMT 2, they learned to understand that every person has different characteristics, therefore we cannot treat every one of them in the same way.

“I learned that the character of each person is different.” (Nadya, 24/5/2019, 10.00 WIB)

“I learned that people have different personalities, therefore I tried to understand.” (Agung, 4/7/2019, 18.04 WIB)

Nadya and Thoni also shared the same thoughts on how people have different way of thinking and working. Therefore, they cannot be expected to think and act in the same way.

“I learned to understand...there are various types of people and I can’t force the will so they want to work and think in my way.” (Nadya, 24/5/2019, 10.00 WIB)

“People have different way of thinking and working.” (Thoni, 3/6/2019, 12.10. WIB)

Dina supported the statements from Nadya and Thoni, saying that the most important thing in a teamwork is to understand each other. That way the process of achieving the goal at the first place can be easier

“The important thing is we just try to understand, right? If we don't try to understand each other it's gonna be difficult. Learn to understand the character of people” (Dina, 15/09/2019, 09.00 WIB)

In order to understand others, namely when in OMT 2 it was the other participants, Dina made the effort to patiently talk with the person and get to know their character.

“Patient. Try to make a chat, try to understand why he is like that too. Everyone's character is different, from there we can learn to know him.” (Dina, 15/09/2019, 09.00 WIB)

### **5.5.2 Adaptive**

As the next level of OMT 1, the participants of OMT 2 had to be more connected with one another as they have to do everything together to get the work finished. According to Nadya, it is a need for people to adapt with the surroundings.

“...we need to adapt with places and how to interact with the people in it.” (Nadya, 24/5/2019, 10.00 WIB)

Through OMT 2, Nadya learned how to adapt and to evolve in becoming a better individual by learning and adapting with the surroundings.

“OMT 2 taught me how to adapt and how to evolve to becoming a better individual by understanding my surroundings.” (Nadya, 24/5/2019, 10.00 WIB)

Similar with Nadya, Thoni mentioned that he learned to be comfortable with the new atmosphere and how to carry himself in front of new people though their visit to the local villagers in the camping area.

“...be comfortable with the situation and the atmosphere that is really outside of my comfort zone.” (Thoni, 3/6/2019, 12.10)

“I learned how to carry myself in front of people I have never met before.” (Thoni, 3/6/2019, 12.10 WIB)

Dina supported these statement and stated that in OMT 2 the participants needed to adapt with the surroundings and to sort out what they can use or do at different conditions.

“I learned how to adapt with new environment. What I can use at that time.” (Dina, 15/09/2019, 09.00 WIB)

### **5.5.3 Understand the Importance of Group Work**

The understanding of participants toward the importance of group work has increased through the real experience they had on OMT 2. Thoni mentioned that it would need a group of people to finish the challenges at the camp as it was merely impossible to finish everything on time and in the maximum result alone.

“I became aware that I would not be able to finish everything by myself...how to be more grateful and understand that life is not always sunshine and rainbow.” (Thoni, 3/6/2019, 12.10 WIB)

Supported by Nadya, she mentioned that the only way to finish the work was to face it together, by functioning optimally.

“The only way to do it (finish the work) was to face it. And how should I function optimally.” (Nadya, 24/5/2019, 10.00 WIB)

Via with the similar respond mentioned that OMT 2 taught her to solve problems and how to work better in a group.

“I learned how to solve problems and how to work better in a group.” (Via, 13/6/2019, 20.10 WIB)

#### 5.5.4 Responsible

As the respondents' understanding about OMT 2 was to facilitate the people at the camp, it has occurred for Thoni and Via to become more responsible.

“I learned to respect myself more, appreciate my own energy without leaving my responsibilities.” (Thoni, 3/6/2019, 12.10 WIB)  
“I have to be responsible with my task, my responsibilities.” (Via, 13/6/2019, 20.10 WIB)

Nauval described that responsibility was not merely about finishing the work, but how we tried to create a conducive atmosphere. A good atmosphere and environment would later make the working process more efficient.

“The responsibility is not just completing work but we create a conducive atmosphere and finish everything on time because our activities are integrated with OMT 1 activities too” (Nauval, 12/0/2012, 12.30 WIB)

Dina added that each person in a group is in charge of something. Therefore everyone need to act to achieve the group's goal and being responsible with their work.

“Equally important is that people who want to give ideas also give responsibility with their work.” (Dina, 15/09/2019, 09.00 WIB)

#### 5.6 Summary

IP UII Alumni had several statements on the contribution given by OMT 2 towards their personal development. The result of this research is summarized below on the table.

**Table 5.6 The Contribution of OMT 2 to Alumni's Personal Development**

No.	Research Findings		Interviewees					
			Nadya	Thoni	Via	Agung	Nauval	Dina
1	Understanding of OMT 2	Enhancing Teamwork Ability	✓				✓	
		Facilitating People at the Camp			✓	✓	✓	✓
2	Impact of OMT 2	Understand The Different Characteristics of People	✓	✓		✓	✓	✓
		More Adaptive	✓	✓				✓
		More Aware With the Importance of being Active in a Group Work	✓	✓	✓			
		Responsible		✓	✓		✓	✓
3	Program Execution	No Problem with Time Schedule	✓	✓	✓	✓	✓	✓
		The Obstacles were Caused by Nature		✓		✓	✓	
		Ineffective				✓		✓

Source: Processed Primary Data (2019)

Based on the table above, it can be concluded that the interviewees had different understanding, impact and perspective on the program execution. Agung, Nauval, Dina, and Via stated that OMT 1 is a program to facilitate people at the camp. Meanwhile Nadya and Naval stated that OMT 2 was aimed to enhance the teamwork ability. The program had effected the alumni in different ways. According to most of the interviewees (five), OMT 2 had taught them to understand different characteristics of people. Responsible was also mentioned by Thoni, Via, Agung, and Dina. The last two impact of OMT 2 according to the interviewees are more adaptive and more aware with the importance of being active in a group work which stated by three of the interviewees. In the program execution, there was no problem stated towards the time schedule of when the program was held. However, Thoni, Agung, and Nauval stated that the problem occurred during the program was caused by nature. Agung and Dina had also stated that the program was ineffective.

## 5.7 Discussion

This chapter discusses the result of the contribution of OMT 2 to the personal development of IP UII alumni. Before the alumni elaborated about the impact of OMT 2 to their personal development, the researcher asked about what the alumni understood about the program and what the alumni knew about the purpose of the program. The data collected from the interviewees was compared with the purpose and design of the program in order to know the impact and effectiveness of the program. With the data displayed on table 5.6, the alumni stated that OMT 2 was a program used to enhance the teamwork ability and facilitate the people at the camp. The result of this research could be integrated with the challenges or purpose of OMT 2 stated in the Outbound Management Training 2 Report. The challenges of OMT 2 were namely IP Mature, IP Professional, and IP Compassionate.

Teamwork ability as the result of alumni understanding about OMT 2 was included in IP Mature as it means the maturity value expected to arise from participants when carrying out all activities both in their individual and group activities. The second understanding stated by the alumni was to facilitate the people at the camp which was related to what was mentioned in IP Compassionate, about the value of the attitude or service provided by participants both for training and for all particles in the scope of the camp. It could be stated that the alumni understood about the purpose of the program through their two statements above. Although there

was one challenge or purpose left which is IP Professional in the understanding of the program, the learning point of the challenge was mentioned in the impact of the training. (Laporan Kegiatan Outbound Management Training 2 Tahun 2017/2018, 2018).

Harun & Salamudin (2010) stated that outdoor education, in fact, gives a meaningful impact on behavioral changes of the participants. That statement is proven that the four construct studied (cooperation skills, leadership ability, self-confidence, and ability to cope with changes) are closely related to individual personalities. This theory supported the result of this research about the impact of OMT 2 to the alumni's personal development. The result showed that the impact of OMT 2 was that the alumni became more adaptive with the situation and environment, where that behavior is carried with them until now. The finding is also supported by Harun & Salamudin (2010) research result where the participants of outbound training would have the ability to cope with changes after attending the program. It was stated by the interviewees that they had become more comfortable to live out of their comfort zone as they had learned to adapt with any situation given from the program.

It was also stated by the interviewees that the program had helped them to be more aware with the importance of being active in a group work. This result is similar to the answer on the impact of OMT 1, which is supported by the statement from Afiatin (cited in Zipi and Noviati, 2012) that outbound training increases the sense of need for the importance of



teamwork to achieve goals optimally. It was believed by the interviewees that they had learned this from the activities on OMT 2 that required good teamwork, which that behavior is carried until now as they have to work with people to achieve the goals.

Mirrahimi *et. al.* (2011) in the research of Developing Conducive Sustainable Outdoor Learning stated that participants of outbound training can experience and learn several values, which two of them are self-awareness and social skill. This theory supported the result stated by the interviewees that OMT 2 had helped them to understand the differences in characteristics of people, especially their teammates. Different with OMT 1 where facilitators were more involved in the activity and the interactions were mostly done through games, OMT 2 required the participants to work together and be responsible with the consumption and place of the camp. The interviewees learned how to face different characteristics of people and how to carry themselves in front of different kind of personalities. The findings is also supported by Afiatin (cited in Zipi and Noviati, 2012) about the general purpose of outbound training, to enhance the ability to acknowledge self and others.

The last result was being responsible, which was stated earlier that OMT 2 participants were challenged to be responsible by helping themselves and the participants of OMT 1 with their food and tents. Therefore, their activity had to be integrated with the activity of OMT 1. This finding is supported by the statement of the improvement of self-

discipline where participants learned to be responsible with their task on time.

In OMT 2, the interviewees mostly gave a positive respond toward the program execution. Similar to the result on OMT 1 execution, there was not a problem with the timing of the program as OMT 2 was held at the same time as OMT 1. The problems occurred on the camp ground was mostly caused by nature, especially when it was a rainy season followed by a windy weather that would make the participants work harder.

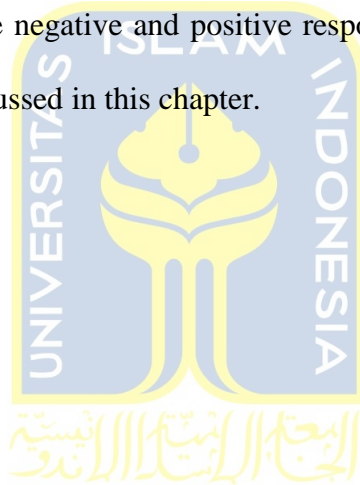
Munshi and Deshpande (2014) stated that the method used in a training is very crucial on the output of outbound training. However, the interviewees stated that there were too many learning points to be caught up during the program and thought that it was quite impossible to only be done in 3 days. As the interviewees believed that there should be a lot more to learn from the program, OMT 2 was considered ineffective on delivering its purpose. Meaning that OMT 2 was not well executed as the interviewees felt that there were less learning points they got compared to what they had expected and what they did during the program. Therefore, IP UII could consider a better method to conduct OMT 2 in the future to make a maximal result.

## CHAPTER VI

# THE CONTRIBUTION OF OMT 3 TO IP UII ALUMNI PERSONAL DEVELOPMENT

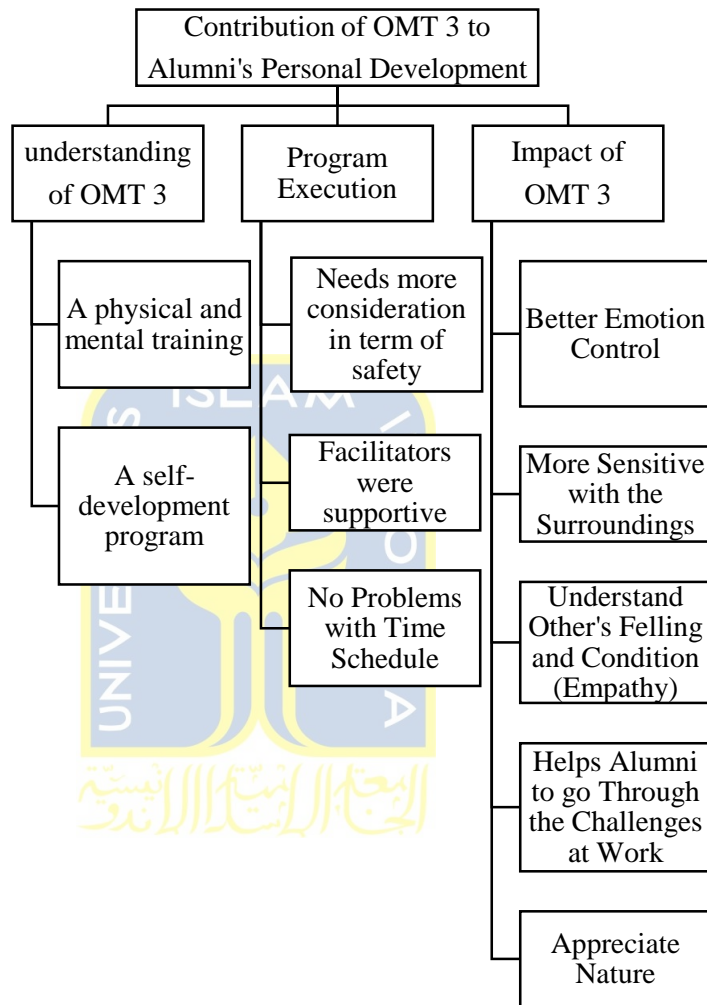
### 6.1 Introduction

This chapter discusses the impact of OMT 3 for the alumni personal development. The data findings is displayed with a figure that differentiate each result for the understanding of the program, the impact, as well as the program execution. Both the negative and positive responses from the alumni toward the program is discussed in this chapter.



## 6.2 Findings

### Data Display for the Contribution of OMT 3 to IP UII Alumni Personal Development



Source: Processed Primary Data (2019)

**Figure 6.2** The Contribution of OMT 3 to IP UII Alumni Personal Development

The contribution of OMT 3 to the Personal Development according to alumni:

**Understanding of OMT 3:** the respondents have different ways to describe OMT 3 program. According to the result, OMT 3 is a physical and mental training, and a self-development program.

**Impact of OMT 3:** through the alumni experience, it was stated that OMT 3 taught them to have better emotion control, becoming more sensitive with the surrounding, empathy, appreciate nature, becoming more positive individual and it helps them to go through the challenges at work.

**Program Execution:** the facilitators of OMT 3 were supportive, however the program needs more consideration in term of safety as the alumni think it is too risky for first timer.

### 6.3 Understanding of OMT 3

#### 6.3.1 Physical and Mental Training

Four of the respondents mentioned that OMT 3 is about physical and mental training.

“This is both mental and physical training.” (Dina, 15/09/2019, 09.00 WIB).

The statement occurred because of what they had experienced in the program, where the participants did not only had to deal with the hiking and walking but also how to deal with the group of people and surroundings in the program.

“...what I knew about OMT 3 was that it would be run in the woods and it would be tiring. It is definitely to train us mentally and physically” (Nadya, 24/5/2019, 10.00 WIB)

As what was mentioned on the interview, Nadya did not do much of physical activity, therefore OMT 3 was quite challenging for her because she had to make both physical and mental condition in balance.

“This activity really trained me mentally...” (Thoni, 3/6/2019, 12.10 WIB)

“I think the program is about self-development through physical activity.” (Agung, 4/7/2019, 18.04 WIB)

Followed by the statement from Agung and Thoni above that supported the statement from Nadya, saying OMT 3 trained Agung both in self-development and physical meanwhile Thoni thinks OMT 3 trained the participant’s physical being the most.

### **6.3.2 Self-development Program**

Agung stated that OMT 3 was a self-development program packed in a physical activity.

“I think the program is about self-development through physical activity.” (Agung, 4/7/2019, 18.04 WIB)

Dina also shared the same opinion that the program of OMT 3 was about self-development where participants expected to develop themselves through the activities.

“The point is to develop yourself, but through physical activities as well.” (Dina, 15/09/2019, 09.00 WIB)

## **6.4 Program Execution**

### **6.4.1 No Problem with Time Schedule**

All of the respondents did not mention any problem regarding to the time schedule of when the training was held. Nadya, for example, she stated that the duration of the program was not a burden for her as it had been announced a few weeks before the execution.

“5 days was not a problem...the timing of the program was not too distracting.... schedule of OMT 3 has been announced long before

the execution...students also have to be proactive in communicating with lecturers about the schedule. Our lecturers were very understanding” (Nadya, 24/5/2019, 10.00 WIB)

Nadya also gave a suggestion for the students, later, to be more proactive to communicate to the lecturers and did not only depending on the outbound committee. That statement was also supported by Thoni which mentioned that the schedule was okay for him because he had known it weeks before the day.

“There is no problem for the schedule and the lecturers were okay too because it has been announced far before the program is held. For the facilitator I think they were good already.” (Thoni, 3/6/2019, 20.10 WIB)

The other four respondents also stated that the schedule was not a big problem.

#### **6.4.2 Needs More Consideration in Term of Safety**

One of the alumni mentioned that the factor that needed to be considered is safety, because it could be dangerous for the people who are not used to such activity.

“I would say to consider more on safety because I’m a super paranoid person.” (Via, 13/6/2019, 20.30 WIB)

Agung stated that the activity could be risky for a first-timer, due to its intense physical activities.

“OMT 3 in my opinion was a bit risky although everything was already prepared by the organizer, still it was held in the jungle and need to be extra careful.” (Agung, 4/7/2019, 18.04 WIB)

Sharing the same opinion with Agung, Nauval stated that the activity was too risky for those who have never hike before.

“I think it’s too risky for some people especially for a beginner.”  
(Nauval, 12/9/2019, 12.30 WIB)

Not only worried about the physical ability to follow every activity of OMT 3, Dina gave an additional point that to maximize the safety of this program, the facilitators needed to be extra discipline on checking the participants; the stuffs carried, the shoes; carrier and other essential.

”It needs to pay more attention in term of safety, I think the facilitator needs to be more discipline on measuring everyone wear and bring the right things required.” (Dina, 15/09/2019, 09.00 WIB)

#### **6.4.3 Supportive Facilitators**

However, the facilitators were considered supportive and helpful during the program.

“The execution was good. The program helped me to change. When I didn’t get help from my friends, there will be a facilitator who reaches out for me.” (Nadya, 24/5/2019, 10.00 WIB)

Nauval also mentioned that he already made friends to some of the facilitators, therefore according to Nauval they were very helpful and supportive.

“The facilitators were great, I mean they were basically my friends so they were very helpful.” (Nauval, 12/9/2019, 12.30 WIB)

### **6.5 Impact of OMT 3**

#### **6.5.1 Better Emotion Control**

The heavy activities of OMT 3 had taught the alumni to have better control on themselves especially emotion control. According to Nadya, her surroundings / environments contributed on her emotional feeling.



“From OMT 3 I just realized and understood that my emotions were not only controlled by my own self, but also by the environment.” (Nadya, 24/5/2019, 10.00 WIB)

Therefore, she explained that the training had taught her to control emotion by trying to understand what her friends might feel at that time and tried not to make the situation worst by being emotionally unstable.

“In day 3 I learned to control my emotion and understand my friends.” (Nadya, 24/5/2019, 10.00 WIB)

The similar statement was mentioned by Agung, on how he had better emotion control by working with people in pressure.

“I learned how to control my emotion as we had to work with many people” (Agung, 4/7/2019, 18.04 WIB)

In that statement many people referred to the participants of OMT 3, especially the group where they had to share the tasks fairly.

### **6.5.2 More Sensitive with the Surroundings**

Nadya and Thoni stated that OMT 3 had taught them to be more sensitive with the surrounding by noticing the little things such as the characteristics of their friends through the activities.

“And we could see how people really are from there, we could see our friends’ true self from how they react on certain situation and on what decision they made.” (Nadya, 24/5/2019, 10.00 WIB)

The sensitiveness toward the surrounding occurred because the participants focused on the activity as there were no other attraction such as mobile phone or internet to distract them.

“As we were very focused on the activity, I started to realized and become aware of how the people in my group really are through their respond in every situation at that moment.” (Thoni, 3/6/2019, 12.10 WIB)

From those statements above, it can be seen that Nadya and Thoni became more aware with what their friends like through studying their friends behavior during the program. Meanwhile Nauval, he added one aspect that the sensitiveness did not only occur on human to human interaction, but also to the nature where he started to have the instinct to protect what was around and how to protect himself in certain conditions.

“Learned to be more sensitive to the environment. Not only with friends but also with nature. How do we enjoy but also take care of those around us” (Nauval, 12/9/2019, 12.30 WIB)

### **6.5.3 Empathy**

Not only sensitive to what was happening to the surrounding, the alumni mentioned that through the activity they had learned to help others that might need help as long as they are able to do that. Thoni stated that he was still trying to help the others in need although he was feeling tired himself. That attitude showed that Thoni still tried to share what he got with the others.

“The true challenge for me was to strengthen the other friends while I was feeling tired myself.” (Thoni, 3/6/2019, 12.10 WIB)

That also happened to Agung, whom stated that he would try to help others

“Although I was tired, as long as I could stand on my feet still, I tried to help my friends who are in need of help.” (Agung, 4/7/2019, 18.04 WIB)

Even a first-timer to hike like Nauval did not hesitate to help and try to understand his friends' situation and to help each other to reduce the burden.

“Well, you could say empathy. Moreover, at that time many of us were a first-timer on hiking, including me, so that's how we tried to understand each other's situation and help as much as possible” (Nauval, 12/9/2019, 12.30 WIB)

#### **6.5.4 Helps Alumni to go Through the Challenges at Work**

The experiences from OMT 3 helped Thoni to get through the tough life at work. Thoni mentioned the pressure he got while in the training program had helped it become easier to face pressure that the work life gives him.

“...what I have been through and saw on OMT was similar with what I am going through now in work life.” (Thoni, 3/6/2019, 12.10 WIB)

OMT 3 have a similarity with what Thoni is facing now in the work place as both required him to perform under pressure.

“The feeling is quite similar...more on the pressure it gives to me.” (Thoni, 3/6/2019, 12.10 WIB)

Sharing an opinion with Thoni, Via mentioned that not only OMT 3 that had taught her to work under pressure but also to be able to think clearly during the while working under pressure.

“Taught me to think clearly no matter how hard the pressure is, especially when I was on my Internship.” (Via, 13/6/2019, 20.30 WIB)

Dina mentioned that the experience had made her tough on facing the hard work and challenges ahead. The feeling of satisfaction when she can

successfully conquered herself by finishing OMT 3 is what her motivation to always work even harder.

“It made me tough...in facing the hard work and challenges... Now I always challenge myself to work harder. I knew how the satisfaction felt like to achieve something we thought impossible at first” (Dina, 15/09/2019, 09.00 WIB)

#### **6.5.5 Appreciate Nature**

Despite the obstacles faced by the alumni during the training, the alumni stated that through the activities they learned to appreciate nature as they showed the beauty in every sight while hiking.

“I was tired but it was all paid off when I got up there. Indeed the best view I have ever seen, my tiredness was gone for a while.” (Via, 13/6/2019, 20.30 WIB)

In fact, it helped Via to forget about all the tiredness as it was paid off by the beauty around her.

“It helped me to appreciate nature.” (Via, 13/6/2019, 20.30 WIB)

The same experience was felt by Thoni as well.

“I feel more grateful and connected to the nature after the activity. It helped me appreciate nature.” (Thoni, 3/6/2019, 12.10 WIB)

#### **6.6 Summary**

IP UII Alumni had several statements on the contribution given by OMT 3 toward their personal development. The result of this research is summarized below on the table.

**Table 6.6 Contribution of OMT 3 to Alumni's Personal Development**

No.	Research Findings		Interviewees					
			Nadya	Thoni	Via	Agung	Nauval	Dina
1	Understanding of OMT 3	Physical and Mental Training	✓	✓			✓	✓
		Self-development Program			✓	✓		✓
2	Impact of OMT 3	Better Emotion Control	✓	✓		✓		
		More Sensitive with the Surrounding (sensitiveness)	✓	✓			✓	
		Empathy	✓	✓			✓	
		Helps Alumni to go through the Challenges at Work		✓	✓			✓
		Appreciate Nature		✓	✓			
3	Program Execution	Needs More Consideration In Term of Safety			✓	✓	✓	✓
		No Problem With Time Schedule	✓	✓	✓	✓	✓	✓
		Supportive Facilitators	✓				✓	

Source: Processed Primary Data (2019)

Based on the result above, it could be seen that the understanding of OMT 3 for Nadya, Thoni, Nauval, and Dina is as a physical and mental training. Dina along with Via and Agung also stated that OMT 3 is a self-development program. OMT 3 gave several impacts to the interviewees. Half of the interviewees stated that OMT 3 had affected them to have better emotion control, more sensitive with the surroundings, empathy, and helped them to go through the challenges at work. Thoni and Via made an additional statement that OMT 3 had made them appreciate nature. Meanwhile for the execution of the program, all of the interviewees did not stated any problem with the time schedule for when the program was held. Nauval and Nadya even mentioned that the facilitators were supportive during the program. However, Via, Agung, Nauval, and Dina thought the program still need more consideration in term of safety.

## 6.7 Discussion

The result of this research on the role of OMT 3 to the personal development were divided into the alumni understanding, the program execution and the impact of the program. To know the impact and program effectiveness, the respond of the interviewees toward the three aspects were compared with the purpose and design of OMT according to IP UII supporting theories. According to the alumni, OMT 3 is both physical and mental training as well as a self-development program. The statement of the interviewees could be integrated with the purpose of OMT 3 mentioned in the report stated that OMT 3 is a program that expected the students to carry out direct practice of the theories they had got from previous programs in a direct practice in adventure in the wild that will practice leadership, participation, strategy, total quality management, risk measurement, and decision making in the wild (Laporan Kegiatan Outbound Management Training 3 Tahun 2017, 2017).

The findings found that the interviewees' understanding toward OMT 3 was as a physical and mental training as well as a personal development program. The result is supported by Umar (2018), which stated that the purpose of Outbound Training is to touch the participants' psycho-motoric, affection or emotion, and cognition or the way of thinking. That statement made interviewees' opinion about the purpose of OMT 3 relevant. However, the understanding of the alumni could be considered lacking compared to the complex purpose of the program written on the program report of OMT 3.

In the discussion of the impact of OMT 3 to the personal development of the alumni, several arguments were stated by the respondents regarding to the impact of the program that consists of: better emotion control, more sensitive with the surroundings, empathy, appreciate nature, and that the program had helped alumni to go through the challenges at work. Although the alumni did not describe the purpose of OMT 3 perfectly, the impact of OMT 3 mentioned is aligned with the purpose of the OMT 3 stated in the report of the program. OMT 3 aimed to build strong and open person to be able to adapt in any environment, which is related to the statement of the alumni which was becoming more sensitive with the surrounding, when the participants stated to bond with the nature and people around them. Being sensitive with the surrounding could also be connected with the value of the program which is to build social sensitivity that is expected to bring benefit to the organization, society, and nation. Which can be connected with the result of the research also stated Empathy as one of the changes happened to the alumni.

The result also included “better emotional control” experienced by the alumni. The interviewee stated that the program had taught them to have better emotion control as they were trained to walk in a far distance while they had to deal with the condition of the surroundings, including their own friends at the program. A better emotional control could be categorized as a process for the alumni in developing attitude and behavior as the interviewees tried to think clearly and control themselves. This finding is supported by Afiatin (cited in Noviati and Zipi, 2014) that outbound training is aimed to train mental

endurance and self-control of the participants. In which according to the respond, the interviewees tend to have better control on themselves on the emotional level which affect their mentality as well.

The love of nature was also stated as the purpose of the program, which was mentioned in the result of this research that the alumni had more appreciation to the nature after the program ended as the track of OMT 3 was surrounded by nature and they were responsible to take care of or at least not to damage them. This finding is supported by Sudjijono (2003) that one of the purpose of OMT is to raise the love of nature for the participant.

All the experiences from OMT 3 had also helped the alumni to go through the challenges they had got at work. The challenges stated by the alumni refer to the tasks given to them at work. OMT 3 had helped them to be able to work under pressure. This result resembled the purpose of the program which is to train the participant's psychological condition to be able to conquer themselves in the life after university.

The execution of the program, however, gained several critique from the alumni. Although there was no problem regarding to the schedule and facilitators were considered supportive, the program was still considered as risky especially to the participants who did not have the experience of hiking or any heavy activity before. The interviewees concerned about the safety of OMT 3 more than the other OMTs because this one was considered the toughest one. It was even stated that the organizer needed to be more disciplined and careful on checking the participants' attribute and carrier.

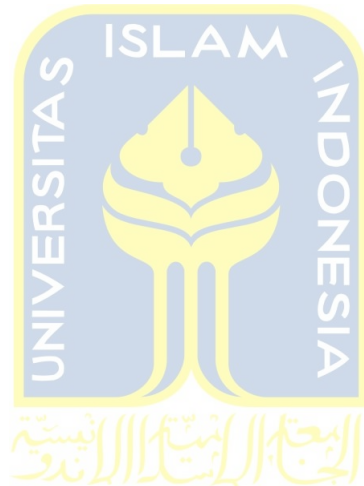


## CHAPTER VII

### THE OVERALL IMPACT OF OMT 1, 2, AND 3

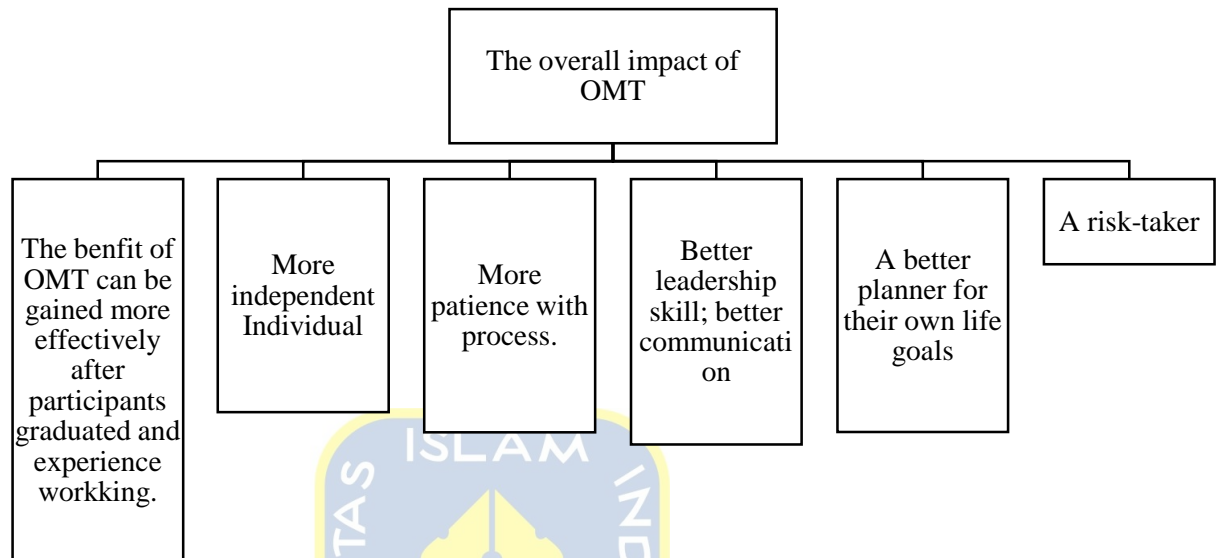
#### 7.1 Introduction

This chapter is discussing the impact the overall OMT program series for the alumni personal development. The data findings will be displayed with a figure that will focus on what the alumni has learned and got from the program, and whether it has impacted the alumni personal development or not.



## 7.2 Findings

### Data Display for the Overall Impact of OMT 1, 2, and 3



Source: Processed Primary Data (2019)

**Figure 7.2** The Overall Impact of OMT 1, 2, and 3 to IP UII Alumni Personal Development

**The Impact of OMT 1, 2, and 3:** after undergoing every stage of the training, the impact it gave to the alumni are; helping them to be more independent, patience with process, better leadership skill, better at planning their life goals, and has made them to be a risk taker. It is stated that the benefit of the set of training is gained more effectively after participants graduated and experience working.

## 7.3 The Overall Impact of OMT 1, 2, and 3

### 7.3.1 Independent Individual

Nadya stated that she has become more independent because of the experiences from OMT1. It was mentioned that Nadya became more independent as she has better ability to handle the responsibilities.

“...the portion of me helping myself now after graduating is bigger. Let’s say we need to be more independent” (Nadya, 24/5/2019, 10.00 WIB)

Another respondent, Nauval, also mentioned that the overall OMT program has mostly taught him to be independent.

“Overall OMT taught me how to become more independent individual. I usually looking back to the experience of OMT 3 where I can conquer myself...” (Nauval, 12/9/2019, 12.30 WIB)

### **7.3.2 Patience with Process**

The activities of OMT has taught Nadya to be more patience with the process, because according to Nadya, what she learned and earned from OMT did not just appear at the first day but it needs process to make finally learn and get the point from each activity.

“...if I didn’t get to experience OMT, the pson that I used to be must be impatient if I have to face these things.” (Nadya, 24/5/2019, 10.00 WIB)

The changes that happened to Nadya, even sometimes, have made her surprised because of that much of impact OMT has brought to her.

“Sometimes I'm surprised and amazed by the changes in my current self. By the person I have become. I'm thinking of just enjoying the process.” (Nadya, 24/5/2019, 10.00 WIB)

### **7.3.3 Better Leadership Skill**

The experience of the program has taught Thoni on how to be a good leader. The changes was felt when he finally entered a corporation as an employee when he feel the responsibility to remind his team to be active in a group and to lead the group.

“Leadership. I learned what good leadership is. From when I was clueless on how to keep a good teamwork and ended up doing everything myself, I slowly learned how to do everything in balance, how to make our team balance and more solid so the result will be more optimal later.” (Thoni, 3/6/2019, 12.10 WIB)

Having similar experience with Thoni, Nauval stated that he also learned to become a good leader by helping his friends back in the activity.

“I learned to communicate better and how to be a good leader.” (Agung, 4/7/2019, 18.04 WIB)

#### **7.3.4 Better Planner**

Via stated that now she has become a more organized person as she became a better planner from the experiences she got from the program.

“Now I know how to become a better planner as I learned how to be organized.” (Via, 13/6/2019, 20.30 WIB)

That statement is supported by Dina who mentioned that the activities and experiences have helped her to be more organized. Being more organized has also made Dina better at planning the

“I also learned to be more organized as a person. You know every OMT especially OMT 3 has taught us how to pack, what the most important things to bring that could help us in the activity, and everything. It’s like now I can plan anything in the more organized way.” (Dina, 15/09/2019, 09.00 WIB).

#### **7.3.5 A risk-taker**

Not only OMT has made the participants to become more independent, some respondent mentioned that the experience has made them a risk taker. Via stated that she is now willing to take more risks in life and take more opportunities offered.

“...I am willing to take more risks in life to decide what I want.” (Via, 13/6/2019, 20.30 WIB)

According to Dina, the experiences have taught her to become braver in taking actions no matter how scared she was at first. That change has occurred since Dina realized the feeling of satisfaction after achieving something which reminds her of OMT 3. Dina stated that she was not sure that she could finish the activities of OMT 3.

“Of course. As I said earlier, I became bolder in taking action. More reckless. Although for example, at first it looked really hard and even I thought maybe I couldn't, but I'll just go with it. After all, the work hard will be paid off.” (Dina, 15/09/2019, 09.00 WIB)

### **7.3.6 The Impact Effectively Absorbed After Graduated / Experience Working**

Three of the participant emphasized that the benefit of joining the program can be gained in maximum result after they have graduated and or experience working.

“... I have just felt more of the benefit / impact now after I graduated.” (Nadya, 24/5/2019, 10.00 WIB)

Agung stated that even he could not feel he benefit when he was still a student and has just realized the usefulness of the training right after he face the working corporation.

“Well based on my experience, I think we can't expect to feel the full benefit when we are still a student. I personally feel the benefit now as a worker.” (Agung, 4/7/2019, 18.04 WIB)

Similar experience felt by Via, where she could just felt the benefit and changes in her after she has entered the working world. In this case she was still an intern at a commercial bank.

“The benefit of the program is felt when I was doing internship in a commercial bank, where I had to work with professionals there.” (Via, 13/6/2019, 20.30 WIB)

## 7.4 Summary

If the previous chapters are discussing the role of each OMT according to the alumni, the table below is the summary of the overall impact / role of OMT 1, 2, and 3 as a one series of training to the personal development of the alumni.

**Table 7.2** The Overall Impact of OMT 1, 2, and 3 to Alumni's Personal Development

No.	Research Findings	Interviewee					
		<u>Nadya</u>	<u>Thoni</u>	Via	<u>Agung</u>	<u>Nauval</u>	Dina
1	Independent Individual	✓		✓		✓	
	Patience with Process	✓					
	Better Leadership Skill		✓		✓		
	Better Planner	✓		✓			✓
	Risk Taker	✓	✓	✓		✓	
	The Impact Effectively Absorbed After Graduated/Experience Working	✓		✓	✓		

Source: Processed Primary Data (2019)

Based on the table above, it could be seen that the overall program of OMT 1, 2, and 3 had given various impact to the interviewees' personal development. Nadya, Thoni, and Via stated that the overall impact of OMT 1, 2, and 3 was that they had become an independent individual. Nadya, Via, and Dina had also stated better planner as the impact of the program to their personal development. Four of the interviewees stated that the program had made them become a risk taker and only Nadya stated that the program made her patience with process. Half of the respondents stated that the impact of the programs could be effectively absorbed after graduated / experienced working.

## 7.5 Discussion

The program of OMT 1, 2, and 3 are connected to one another where the learning point of each OMT could be improved by attending the next level of the OMT. This chapter discusses the overall impact of OMT 1, 2, and 3 to the personal development of IP UII alumni as previously had been discussed for each OMT. This chapter discusses the big picture of the overall impact of OMT programs to the alumni's personal development.

Umar (2011) on the result of his research found there are three impact of outbound training: confidence, leadership, and teamwork improvement. Hakim (2005) in Umar (2011) stated some characteristics of Individuals able to develop confidence:

- 1) Always be calm in doing everything.
- 2) Has sufficient potential and ability.
- 3) Able to neutralize tensions in various situations.
- 4) Able to adapt and communicate in various situations.
- 5) Have sufficient mental and physical condition
- 6) Having sufficient intelligence and sufficient formal education level.
- 7) Having expertise or other skills that support his life, for example foreign language skills.
- 8) Having the ability to socialize.
- 9) Have a good family education background.
- 10) Having a life experience that forges his mentality to be strong and resistant in the face of various life trials.

- 11) Always react positively in dealing with various problems, for example by staying strong, patient, and steadfast in facing life's problems.

The finding of this research pointed out that the alumni had the ability to be more patient after going through OMT programs, in which on the previous research by Hakim (2005) stated as one of the criteria of confident people. The criteria of confidence mentioned by Hakim (2005) was people tend to react positively in dealing with various problem, for example by staying strong, patient, and steadfast in facing life's problem. Confident was mentioned by the interviewees as the impact of OMT. Therefore, if it conforms to the theory presented by Hakim (2005) patience is the behavior developed by the interviewees that shaped confident in a more specific way.

Kamil (1997) in Umar (2011) also stated that to foster a proportionate confident, the individual must start from within himself. This is very important considering that only the individual concerned can overcome the lack of confidence that is being experienced. Some of the following are the characteristics of people who have the will to learn to be confident.

- 1) Assess yourself objectively
- 2) Give an honest appreciation of yourself
- 3) Positive thinking
- 4) Use self-affirmation
- 5) Dare to take risks



#### 6) Learn to be grateful and enjoy God's grace

The result of the research on the impact of the overall OMT program was becoming a risk taker. Risk taker in the findings of this research was explained as the alumni braveness in taking actions and opportunities. This result is aligned with the theory stated by Kamil (1997) that the characteristics of people who want to learn to be confidence, or the process of people to becoming confidence, is to be brave on taking risks. This finding is slightly different with patience, which was described as a criteria of confident people. Meanwhile for risk taker, it is defined as the effort or willingness of the interviewees to becoming a confident person.

Umar (2011) stated one of the result of outbound training is the ability to lead, or to have a leadership skill. Leadership here described as one's ability to influence and motivate others to do things according to common goals. Leadership includes the process of influencing in setting organizational goals, motivating follower behavior to achieve goals, influencing to improve the group and its culture. Anogara in Umar (2011) also stated that a leader is someone who is active in making plans, coordinating, conducting experiments and leading the work to achieve goals together. The result of this research found that the alumni has better leadership skill after going through OMT 1, 2, and 3 which is matched with the result found by Umar (2011). As leadership had also stated on the impact of OMT 1, the result of the overall impact of OMT programs had strengthen the statement of the interviewees about leadership skill.

In the result of this research, the respondents have different ways to express leadership. Leadership that was emphasized by the alumni are by influencing the colleague to finish the responsibilities and giving example to other people on how to do the task. The result is in accordance with what was found in the research of Umar (2011) by motivating the follower behavior to achieve goals and leading the work to achieve the goals. According to the result, the respondents motivate the follower / colleague / working partner by reminding and influencing them to finish their task as well as to give the example on how to do it; by being cooperative, for example.

The result of this research also emphasized that the alumni felt the maximum result or impact of OMT 1, 2, and 3 after they have graduated and having a working experience. A number of the respondent even stated that the impact did not occur at all when they were still a student at IP UII. This finding is in contradict with the statement from Susilo (cited in Umar, 2011) that the result of outbound training, psychologically, could be seen in two until three months after participating the training.

## CHAPTER VIII

### CONCLUSION AND RECOMMENDATION

#### 8.1 Conclusion

The result of this research can be concluded as follows:

1. IP UII Alumni understanding of OMT 1, 2, and 3; OMT 1 according to the alumni is a self-development and leadership training program for new students as the bridge from their high school student behavior to a University student; OMT 2 according to the alumni is to enhance teamwork ability and to facilitate the people at the camp / to serve; OMT 3 according to the alumni is both physical and mental training as well as a self-development program.
2. On the result of program execution, the schedule of OMT 1, 2, and 3 was not a problem for them. However, for OMT 2, the duration was considered too short for a training that could give more learning point when done right. There were critiques toward the program of OMT 3 that was considered as too risky because it requires heavy physical activity. Meanwhile for OMT 1, the critique was for the facilitator that was considered less persuasive to those who were not interested on joining the program.
3. The role of Outbound Management Training to the Personal Development of the Alumni is divided for each level of the program; OMT 1, 2, and 3. The result occurred that OMT 1 has the role to increase confidence, motivation to try new things, give better

contribution to the society / teamwork, problem solving ability, and leadership skill. The role of OMT 2, according to the result are to enhance the ability to understand people, adaptability, awareness on the importance of teamwork, and to be responsible. Meanwhile the result for the role of OMT 3 are better emotion control, sensitiveness towards the surroundings, empathy, ability to go through challenges at work, and appreciation to nature.

The result for the overall impact of OMT 1, 2, and 3 is that alumni are becoming more independent, patience, better leaders, better planner, and a risk taker.

## **8.2 Limitation & Recommendation**

This research was involving the alumni of IP UII that has participated the three stages of Outbound Management Training. However, this research was limited on the number of respondent and the scope of the parties involved. Therefore, the researcher suggest for the next research to include more parties that are involved and might be affected by the existence of the program such as a representation from the training provider, GL Pro team, and the lecturers for a better and more objective result. The participation of lecturers in the future can give more perspective on the changes behavior and performance of the students.

Another suggestion for the next researcher is to conduct researches that focus on the impact of the program with a certain time scale to give the reader

an insight on the differences of OMT role to the personal development in a different time.



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APPENDIX A: Data Simplification Table of the Impact of OMT 1 to the Personal Development of IP UII Alumnae

Problem Statement	Interviewee						Analysis
	Nadya	Thoni	Via	Agung	Nauval	Dina	
Understanding of OMT 1	<p>“..it was a compulsory program of IP UII for new students . For self development” (Nadya, 24/5/2019, 10.00 WIB)</p> <p>“it is for us, the participants, to learn how to manage ourselves and to lead others through several games.” (Nadya, 24/5/2019, 10.00 WIB)</p>	<p>“...outbound in general, I guess. An outdoor activity... to train us, the participants, on how to manage ourselves.” (Thoni, 3/6/2019, 12.10 WIB)</p>	<p>The preparation of OMT 2 and 3... first training to hike the mountain.” (Via, 13/6/2019, 20.30 WIB)</p> <p>“...to bridge us as a high school student to understand how university will be like..” (Via, 13/6/2019, 20.30 WIB)</p>	<p>“...bridging process from a high school student to a university student” (Agung, 4/7/2019, 18.04 WIB)</p> <p>“...enhance leadership skills; confidence, public speaking, managing people and ourselves.” (Agung, 4/7/2019, 18.04 WIB)</p>	<p>“I think OMT 1 aims to build our character who just entered the university world” (Nauval, 12/9/2019, 12.30 WIB)</p> <p>“We were taught how to work in a team, how to interact with people, as well as leadership training program.” (Nauval, 12/9/2019, 12.30 WIB)</p>	<p>“As far as I know, OMT 1 is a program for new students . I think it’s for self-development” (Dina, 15/09/2019, 09.00 WIB)</p>	<ol style="list-style-type: none"> <li>1. A program for student self-development and self-management.</li> <li>2. A bridging process from high school student to university student</li> <li>3. Leadership training</li> </ol>
Impact of OMT 1	<p>“OMT 1 has changed me a lot...I</p>	<p>“I learned how to adapt with a new</p>	<p>“Although I was sick, turned</p>	<p>“I became more confident and</p>	<p>“I learned how to contribute better</p>	<p>“I think the program quite</p>	<ol style="list-style-type: none"> <li>1. OMT 1 helps alumnae to</li> </ol>

<p>am becoming more confident” (Nadya, 24/5/2019, 10.00 WIB)</p> <p>“I used to be the type of person who doesn't want to try new things” (Nadya, 24/5/2019, 10.00 WIB)</p> <p>“But after I went through OMT 1, now I know that it's more about how we develop ourselves, how we trust ourselves.” (Nadya, 24/5/2019, 10.00 WIB)</p> <p>“...things I didn't think I</p>	<p>environment ...any conditions given to us at the moment ... we learned how to be more independent.” (Thoni, 3/6/2019, 12.10 WIB)</p> <p>“...I felt closer to my friends, and those I have never met before... the sense of togetherness.” (Thoni, 3/6/2019, 12.10 WIB)</p> <p>“I get to be more grateful with my life, with what I have... more patient with the condition and to control my ego.” (Thoni, 3/6/2019, 12.10 WIB)</p>	<p>out I was strong enough and could finish the activity” (Via, 13/6/2019, 20.30 WIB)</p> <p>“...I implemented the lessons of OMT 1 mostly on KKN and interns hip.”</p> <p>“It helped me to gain more confidence and to speak up.”</p> <p>“...now I always try to suggest myself no matter on what condition I</p>	<p>braver to speak in front of people after OMT “</p> <p>“...games that 'forced' us to speak up and teamwork”</p> <p>“From that experience, I started to learn to try new things, new experiences...”</p> <p>“From the games and challenges, we learned to solve problems...”</p> <p>“useful for my work now because my job demands me to talk more to people”</p>	<p>in each activity. And from learning to contribute, I also learn how to be a good leader” (Nauval, 12/9/2019, 12.30 WIB)</p> <p>“Contributions can take the form of ideas, from paying close attention to what the facilitator explains about the game itself. If we understand, we won't ask many questions, if we don't ask too many questions, we can make it faster to do other activities.”</p>	<p>helped me to boost up my confidence. You know that one activity called debrief where everyone has to speak up and share our thought about the last activity? I was very encouraged by that.” (Dina, 15/09/2019, 09.00 WIB)</p> <p>“especially on the last day when we had to build a raft, it was quite difficult and we needed to focus... But</p>	<p>gain more confidence, motivated, and to believe more in themselves.</p> <p>2. To be more grateful to what life has to offer and to be more patient (self-control).</p> <p>3. How to work and contribute better in team.</p> <p>4. Problem solving</p> <p>5. Leadership</p>
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	<p>can do, right now I'm more motivated to try. OMT 1 helped me to becoming a bolder individual.” (Nadya, 24/5/2019, 10.00 WIB)</p> <p>“...I tried to convince myself that everything's going to be fine and to believe in myself.” (Nadya, 24/5/2019, 10.00 WIB)</p> <p>“...but then after a while... I felt the motivation to finally speak up. I felt a</p>	<p>“I learned to be brave by facing what is around us.” (Thoni, 3/6/2019, 12.10 WIB)</p> <p>“I learned everyone in a group has an important role to make a good teamwork. ...they need you, you need each other.” (Thoni, 3/6/2019, 12.10 WIB)</p> <p>“...become more confident, braver on speaking up my ideas, and to believe more in myself. I am becoming a more active individual rather than I was.” (Thoni, 3/6/2019,</p>	<p>am now, I can do it just fine.” (Via, 13/6/2019, 20.30 WIB)</p> <p>“...to know my self-limit and to control myself (in term of physical condition).” (Via, 13/6/2019, 20.30 WIB)</p>		<p>(Nauval, 12/9/2019, 12.30 WIB)</p> <p>“From there I personally also learned a better leadership skill because we not only encourage ourselves to be able to, but also other friends and must be ready to be an example also for those who do not dare to do something or lazy to do it.” (Nauval, 12/9/2019, 12.30 WIB)</p> <p>”from that game (raft building) we finally learned how to solve</p>	<p>from there I understand and the contribution of one person in a team is very important. So I try as much as I can.” (Dina, 15/09/2019, 09.00 WIB)</p>	
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	<p>little confidence grew in me during the process of building the raft.” (Nadya, 24/5/2019, 10.00 WIB)</p> <p>“And I also learned that in order to solve a problem in a group work, we need to communicate and share our ideas.”</p> <p>“I felt useful and proud of myself ...I started to motivate myself to be more proactive...I have to help</p>	<p>12.10 WIB)</p> <p>“I realized it now when I have to work more with a group of people” (Thoni, 3/6/2019, 12.10 WIB)</p> <p>“...a good teamwork, a good result need a good communication and active members that are willing to be critiqued ...” (Thoni, 3/6/2019, 12.10 WIB)</p> <p>”...more comfortable now to work with a group of people.” (Thoni, 3/6/2019, 12.10</p>			<p>problems.” (Nauval, 12/9/2019, 12.30 WIB)</p>		
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	<p>with my ideas.” (Nadya, 24/5/2019, 10.00 WIB)</p> <p>“After OMT 1 I feel the fun and the challenge of working with people and I feel my self-confidence has boosted up.” (Nadya, 24/5/2019, 10.00 WIB)</p>						
Program Execution	<p>“The location of OMT 1 in Mojosemi is better compared to the last one in Papanroto.”</p> <p>“...the facilitators were kind and very supportive.”</p>	<p>“...there should be improvement in how the facilitator motivates participants who feel bored or from the beginning are not interested in this program. It is difficult to provide benefits to people whom</p>	<p>“...no problem on the time schedule... only maybe to consider more on safety aspect.” (Via, 13/6/2019, 20.30 WIB)</p> <p>“Facilitators</p>	<p>“umm overall is good, I get the learning points.” (Agung, 4/7/2019, 18.04 WIB)</p> <p>“there is no problem with the schedule” (Agung, 4/7/2019, 18.04 WIB)</p>	<p>Didn't find too many obstacles and the schedule was adjusted accordingly. The facilitator or at that time was also kind and very helpful in my opinion”</p> <p>(Nauval, 12/9/20</p>	<p>“I think it was fine for me. The activities went well... the facilitators were kind and helpful.” (Dina, 15/09/2019, 09.00 WIB)</p> <p>“It was not a problem for</p>	<ol style="list-style-type: none"> <li>1. Improvement on facilitators to motivate participants.</li> <li>2. No problem on time schedule and place</li> <li>3. The facil</li> </ol>

	<p>There is nothing that is lacking in my opinion, and my OMT schedule also did not interfere with the class schedule at that time.” (Nadya, 24/5/2019, 10.00 WIB)</p>	<p>from the beginning are not interested in the program itself. I don’t have any problem other than that.” (Thoni, 3/6/2019, 12.10 WIB)  “ That was all the problem, I didn’t have anything else including the time it was conducted.” (Thoni, 3/6/2019, 12.10 WIB)</p>	<p>were helpful when I needed them as I was not in my best condition at that time.” (Via, 13/6/2019, 20.30 WIB)</p>		<p>19, 12.30 WIB)</p>	<p>me (the time schedule) because it was held on holiday and I live just here in Jogja.” (Dina, 15/09/2019, 09.00 WIB)</p>	<p>itators were supportive</p>
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APPENDIX B: Data Simplification Table of the Impact of OMT 2 to the Personal Development of IP UII Alumnae

Problem Statement	Interviewee						Analysis
	Nadya	Thoni	Via	Agung	Nauval	Dina	
Understanding of OMT 2	“...the next level of OMT 1...more about team work. To enhance our ability to work with people in a better way.” (Nadya, 24/5/2019, 10.00 WIB)	OMT 2, in my opinion, is better because there is a socialization activity in the village.” (Thoni, 3/6/2019, 12.10 WIB)	“...to help preparing food and other needs (tents and stuffs) for OMT 1 participants.” (Via, 13/6/2019, 20.30 WIB)	“facilitate the people at the camp, OMT 1 and OMT 2 (ourselves).” (Agung, 4/7/2019, 18.04 WIB)	“OMT 2 seems to put more emphasis on working together better ... help cook and prepare the needs for both OMT 1 and OMT 2 themselves such as tents for example” (Nauval, 12/0/2012, 12.30 WIB)	“I think as what I remembered we had to help OMT 1 to prepare foods and also to build tents. I think it taught us on how to share and serve others.” (Dina, 15/09/2019, 09.00 WIB)	<ol style="list-style-type: none"> <li>1. the team work ability.</li> <li>2. To facilitate the people at the camp</li> </ol>
Impact of OMT 2	“...how we play a role in a team or community. ...to facilitate the people of OMT 1.” (Nadya,	“...be comfortable with the situation and the atmosphere that	“I learned how to control relationship with others.” (Via,	“I learned how to manage people on the progra	” ... to learn to be more responsible in comple	“The important thing is we just try to understand,	<ol style="list-style-type: none"> <li>1. How to play a role in a team</li> <li>2. Learned</li> </ol>

<p>24/5/2019, 10.00 WIB)</p> <p>“I learned that the character of each person is different.”</p> <p>“...The only way to do it was to face it. And how I should function optimally”</p> <p>“I learned to understand ...there are various types of people and I can't force the will so they want to work and think in my way”</p> <p>“...we need to adapt with places and how to interact with the people in it”</p> <p>“I learned that every person made into a team would have had their portions. And the portion of attention that I have to give to each person</p>	<p>is really outside my comfort zone” (Thoni, 3/6/2019, 12.10 WIB)</p> <p>“...more grateful .... learning how to carry myself in front of people I have never met before.” (Thoni, 3/6/2019, 12.10 WIB)</p> <p>“...people have different way of thinking and different way of working” (Thoni, 3/6/2019, 12.10 WIB)</p> <p>“I learned something from OMT 2, not when I was still a particip</p>	<p>13/6/2019, 20.30 WIB)</p> <p>“...trained me how to face various kind of people around me.” (Via, 13/6/2019, 20.30 WIB)</p> <p>“...learned how to solve problem and how to work better in a group.” (Via, 13/6/2019, 20.30 WIB)</p> <p>“...I have to be responsible with my responsibilities.” (Via, 13/6/2019, 20.30 WIB)</p> <p>”I became more aware with the impact of my action and words to others.”</p>	<p>m.” (Agung, 4/7/2019, 18.04 WIB)</p> <p>“I learned that people have different personalities, therefore I tried to understand and...” (Agung, 4/7/2019, 18.04 WIB)</p> <p>“...to better communicate with the people at the camp.” (Agung, 4/7/2019, 18.04 WIB)</p> <p>“learned to give clearer information.” (Agung, 4/7/2019,</p>	<p>ting tasks” (Nauval, 12/0/2012, 12.30 WIB)</p> <p>“The responsibility is not just completing work but how can we create a conducive atmosphere and finishing everything on time because our activities are integrated with OMT 1 activities too”</p> <p>“From the activity, we learn how to treat people who are different from us or</p>	<p>right? If we don't try to understand each other it's gonna be difficult. Learn to understand the character of people. Equally important is that people who want to give ideas also give responsibility with their work.” (Dina, 15/09/2019, 09.00 WIB)</p> <p>“Patient. Try to make a chat, try to understand and why he is like that too.</p>	<p>to understand the characteristics of various people</p> <p>3. How to adapt and evolve to be a better individual</p> <p>4. To be more grateful with our condition</p> <p>5. I learned the importance of being active in a group work</p> <p>6. How to manage people</p> <p>7. I learned how</p>
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	<p>is different as it can not be equated...” (Nadya, 24/5/2019, 10.00 WIB)</p> <p>“OMT 2 taught me how to adapt and how to evolve to becoming a better individual by understanding my surrounding s.”(Nadya, 24/5/2019, 10.00 WIB)</p>	<p>ant rather when I have already graduated and working now.”</p> <p>“...I learned to respect myself more, appreciate my own energy but without leaving responsibility.”</p> <p>“I became aware that I would not be able to finish everything by myself... how to be more grateful and understand that life is not always sunshine and rainbow , that finding money could be difficult ”</p> <p>(Thoni,</p>	<p>(Via, 13/6/2019, 20.30 WIB)</p>	<p>18.04 WIB)</p> <p>“...I learned how to value time more because back in the program we had to make everything on time. ”</p> <p>(Agung , 4/7/2019, 18.04 WIB)</p>	<p>from my previous environment”</p>	<p>Everyone's character is different, from there can learn to know him.” (Dina, 15/09/2019, 09.00 WIB)</p> <p>“I learned how to adapt with new environment. What I can use at that time.” (Dina, 15/09/2019, 09.00 WIB)</p>	<p>to value time</p>
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		3/6/2019, 12.30 WIB)					
Program Execution	“it was good, and I did not see any problem with the program. From the schedule and place there was no problem at all to me. Everything was good including the facilitator.” (Nadya, 24/5/2019, 10.00 WIB)	“There were obstacles, but mostly due to weather factors because our activities are done in an outdoor area. Besides that, it might be a constraint in adjusting the time with OMT 1, because the OMT 1 and OMT 2 activities are integrated with one another.” (Thoni, 3/6/2019, 12.10 WIB)	“There was no problem for me. It was well prepared.” (Via, 13/6/2019, 20.30 WIB)	“...It was good but I think we would need a little more time to get all the learning.” (Agung, 4/7/2019, 18.04 WIB)	“...there must be some obstacles because we are responsible for the tents, so if the tent is shifted or there is something that leaks a little, we must be on standby. Natural Factor mostly.” (Nauval, 12/09/2012, 12.30 WIB)	“It was not optimal I think. Although I get some learning from the program, I still think it could be better executed.” (Dina, 15/09/2019, 09.00 WIB)	<ol style="list-style-type: none"> <li>1. It was good and there was no problem with the program.</li> <li>2. There were obstacles, mostly because of the nature effect</li> <li>3. The learning would be better if it was done more than 3 days.</li> </ol>

						“Maybe IP can change the method or add more days.”	
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APPENDIX C: Data Simplification Table of the Impact of OMT 3 to the Personal Development of IP UII Alumnae

Problem Statement	Interviewee						Analysis
	Nadya	Thoni	Via	Agung	Nauval	Dina	
Understanding of OMT 1	“...what I knew about OMT 3 was that it would be run in the woods and it would be tiring. It is definitely to train us mentally and physically” (Nadya, 24/5/2019, 10.00 WIB)	“This activity really trained me mentally... OMT 3 is very different with the previous trainings. We really learn how to conquer ourselves, our fear and even to find out the strength in ourselves.” (Thoni, 3/6/2019, 12.10 WIB)	“The hardest among all.” (Via, 13/6/2019, 20.30 WIB)	“I think the program is about self-development through physical activity.” (Agung, 4/7/2019, 18.04 WIB)	“the training for mental and physical.”	“this I sboth mental and physical training.” (Dina, 15/09/2019, 09.00 WIB)  “The point is To develop yourself, but through physical activities as well.” (Dina, 15/09/2019, 09.00 WIB)	<ol style="list-style-type: none"> <li>OMT 3 trained the participants mentally and physically.</li> <li>The program is about self-development.</li> </ol>

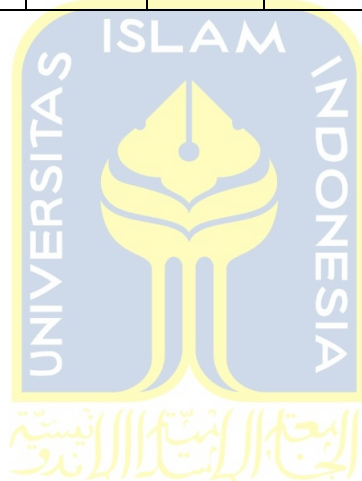
Impact of OMT 3	<p>“From OMT 3 I just realized and understood that my emotions were not only controlled by my own self, but also by the environment.”</p> <p>“...In OMT 3, I could see the true or original character of a person.”</p> <p>“...So I tried to hold on (my emotion) until the last day.” (Nadya, 24/5/2019, 10.00 WIB)</p> <p>“On day 3 I learned to control my emotion and understand my friends.” (Nadya, 24/5/2019, 10.00 WIB)</p> <p>“After OMT 3 I’d think and consider</p>	<p>“...trekking in my opinion it makes me more physically resilient and mentally stronger.” (Thoni, 3/6/2019, 12.10 WIB)</p> <p>“The true challenge for me was to strengthen the other friends while I was feeling tired myself.” (Thoni, 3/6/2019, 12.10 WIB)</p> <p>“And we could see how people really are from there, we could see our friends’ true self from how they</p>	<p>“...now I can appreciate more of the little things given to me.” (Via, 13/6/2019, 20.30 WIB)</p> <p>“...taught me to think clearly no matter how hard the pressure is.” (Via, 13/6/2019, 20.30 WIB)</p> <p>“...appreciate myself more for my efforts ...” (Via, 13/6/2019, 20.30 WIB)</p> <p>“...learned how to take care of myself better.” (Via, 13/6/2019,</p>	<p>“self-development”</p> <p>“...through the activities, it really trained me mentally and physically.” (Agung, 4/7/2019, 18.04 WIB)</p> <p>“...how to communicate better in a high pressure condition”</p> <p>“I learned how to control my emotion as we had to work with many people”</p>	<p>“Learned to be more sensitive to the environment. Not only with friends but also with nature. How do we enjoy but also take care of those around us” (Nauval, 12/9/2019, 12.30 WIB)</p> <p>“well, you could say empathy. Moreover, at that time many of us were a first-timer on hiking, including me, so that’s how we tried to underst</p>	<p>“It made me tough ...in facing the hard work and challenges.” (Dina, 15/09/2019, 09.00 WIB)</p> <p>“Now I always challenge myself to work harder. I knew how the satisfaction felt like to achieve something we thought impossible at first.” (Dina, 15/09/2019, 09.00 WIB)</p>	<ol style="list-style-type: none"> <li>1. Through OMT 3 participants learned how to control emotion</li> <li>2. How to be more sensitive with the surroundings</li> <li>3. Understand others’ condition and feeling (empathy)</li> <li>4. Activities and impact of OMT 3 help participants to go through the challenges at work</li> </ol>
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	<p>for many times before being angry with other people. I have to think of their feelings. I learn to control my emotions and also how to react to other people's behavior.” (Nadya, 24/5/2019, 10.00 WIB)</p>	<p>react on certain situation and on what decision they made.” (Thoni, 3/6/2019, 12.10 WIB)</p> <p>“I see the true color of some people there” (Thoni, 3/6/2019, 12.10 WIB)</p> <p>“...what I have been through and saw on OMT is similar with what I am going through now in work life.” (Thoni, 3/6/2019, 12.10 WIB)</p> <p>“The feeling is quite similar ...more on the pressure it gives to me.” (Thoni,</p>	<p>20.30 WIB)</p> <p>“...I feel braver now to face whatever is offered to me.” (Via, 13/6/2019, 20.30 WIB)</p> <p>“...now I know how to carry myself in front of certain people.” (Via, 13/6/2019, 20.30 WIB)</p> <p>“I was tired but it was all paid off when I got up there. Indeed the best view I have ever seen, my tiredness was gone for a while.”</p> <p>“It helped</p>		<p>and each other's situation and help as much as possible”</p>		<p>5. To appreciate more what the nature has given me</p> <p>6. To think positively and keep going in life no matter how much the pressure is</p>
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		<p>3/6/2019, 12.10 WIB)</p> <p>How to keep on track, to keep focus on the goal while given so much pressure we thought we couldn't get to where we want to be, to achieve our goals.” (Thoni, 3/6/2019, 12.10 WIB)</p> <p>“...OM T 3 was made to be a simulation to teach us how the real world is. How it feels like when life gives us obstacles and how we have to keep going no matter what is</p>	<p>me to appreciate nature.”</p>				
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		it we are facing at the time... OMT 3 is designed to train us mentally and physically” (Thoni, 3/6/2019, 12.10)					
Program Execution	<p>“The execution was good. The program helped me to change. When I didn’t get help from my friends, there will be a facilitator who reaches out for me.” (Nadya, 24/5/2019, 10.00 WIB)</p> <p>“5 days was not a problem... the timing of the program was not too distracting... schedule of OMT 3 has been announced long before the execution...</p>	<p>“... best of the ones before. Maybe that’s because I really like nature and physical activities. There is no problem for the schedule and the lecturers were okay too because it has been announced far before the program is held. For the facilitator I think they</p>	<p>“I would say to consider more on safety because I’m a super paranoid person.” (Via, 13/6/2019, 20.30 WIB)</p> <p>“I don’t have problem with anything else.” (Via, 13/6/2019, 20.30 WIB)</p>	<p>“I think the program went well, only it was a little bit hard for me.” (Agung, 4/7/2019, 18.04 WIB)</p> <p>“OMT 3 in my opinion was a bit risky although everything was prepared already by the organizer, still it was held in the jungle and need to be extra</p>	<p>“I think it’s too risky for some people especially for a beginner.”</p> <p>“the facilitators were great, I mean they were basically my friends so they were very helpful.”</p> <p>“Schedule was okay.” (Nauval, 12/9/2019,</p>	<p>”It needs to pay more attention in term of safety, I think the facilitator needs to be more discipline on measuring everyone wear and bring the right things as required.” (Dina, 15/09/2019, 09.00 WIB)</p>	<ol style="list-style-type: none"> <li>1. There was no problem with the schedule</li> <li>2. Organizer needs to consider more about the safety</li> <li>3. The facilitators were supportive</li> <li>4. The program was a little bit risky for first timer</li> </ol>

	students also have to be proactive in communicating with lecturers about the schedule. Our lecturers were very understanding” (Nadya, 24/5/2019, 10.00 WIB)	were good already.” (Thoni, 3/6/2019, 20.10 WIB)		careful.” (Agung, 4/7/2019, 18.04 WIB)  “There was no problem with the schedule.” (Agung, 4/7/2019, 18.04 WIB)	12.30 WIB)	“I don’t have any problem with the schedule. I mean, IP was taking care of it.” (Dina, 15/09/2019, 09.00 WIB)	
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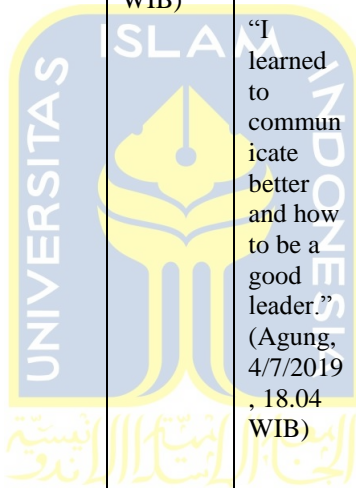




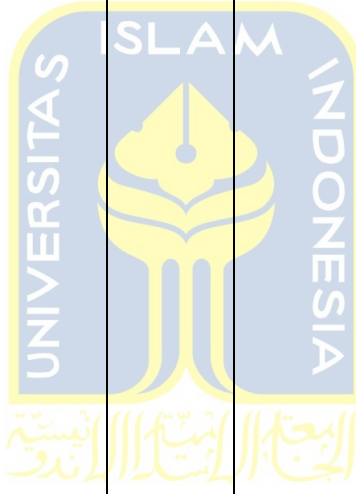
APPENDIX D: Data Simplification Table of the Overall Impact of OMT 1, 2, and 3 to the Personal Development of IP UII Alumnae

Problem Statement	Interviewee						Analysis
	Nadya	Thoni	Via	Agung	Nauval	Dina	
Overall Impact of OMT	<p>“... I have just felt more of the benefit / impact now after I graduated.”</p> <p>“...the portion of me helping myself now after graduating is bigger. Let’s say we need to be more independent” (Nadya, 24/5/2019, 10.00 WIB)</p> <p>“...but I somehow believe that there will be a response if I keep on working hard. And of course I learn to</p>	<p>“Leadership. I learned what good leadership is. From when I was clueless on how to keep a good teamwork and ended up doing everything myself, I slowly learned how to do everything in balance, how to make our team balance and more solid so the result will be optimal later.”</p>	<p>“I became a well-managed and brave individual.” (Via, 13/6/2019, 20.30 WIB)</p> <p>“...more concern on the steps I have to take to achieve my goals in life.” (Via, 13/6/2019, 20.30 WIB)</p> <p>“...I am willing to take more risks in life to decide what I want.” (Via, 13/6/2019, 20.30 WIB)</p> <p>“The benefit of the program is felt</p>	<p>“Well based on my experience, I think we can’t expect to feel the full benefit when we are still a student. I personally feel the benefit now as a worker.” (Agung, 4/7/2019, 18.04 WIB)</p> <p>“The program helped me learn what is not offered in class.”</p> <p>“OMT exists</p>	<p>“Overall OMT taught me how to become more independent individual. I usually look back to the experience of OMT 3 where I can conquer myself during the rough activity, now I always remind myself of how I will do just good.” (Nauval, 12/9/2019, 12.30 WIB)</p>	<p>“Of course. As I said earlier, I became bolder in taking action. More reckless. Although for example, at first it looked really hard and even I thought maybe I couldn’t, but I’ll just go with it. After all, the work hard will be paid off.” (Dina, 15/09/2019, 09.00 WIB)</p> <p>“I also learned to be</p>	<ol style="list-style-type: none"> <li>The benefit of OMT can be gained after participants graduated.</li> <li>Participants became more independent.</li> <li>Participants became more patient with process</li> <li>Participants think they have better leadership skill</li> <li>To become a better planner for their own life goals</li> <li>Becoming a</li> </ol>

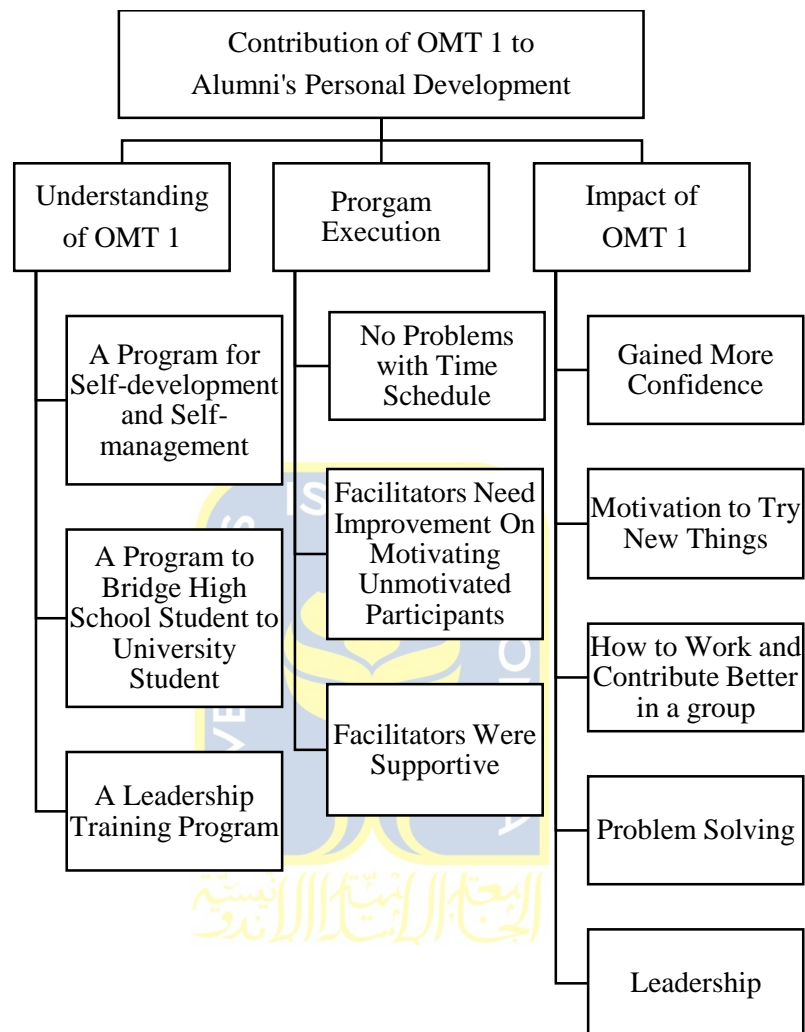
<p>be patient here.” (Nadya, 24/5/2019, 10.00 WIB)</p> <p>“...if I didn’t get to experience OMT, the person that I used to be must be impatient if I have to face these things.” (Nadya, 24/5/2019, 10.00 WIB)</p> <p>“Sometimes I’m surprised and amazed by the changes in my current self. By the person I have become. I’m thinking of just enjoying the process.” (Nadya, 24/5/2019, 10.00 WIB)</p>	<p>(Thoni, 3/6/2019, 12.10 WIB)</p>	<p>when I was doing internship in a commercial bank, where I had to work with professionals there.” (Via, 13/6/2019, 20.30 WIB)</p>	<p>to help us prepare for the future, to face various people we will meet in the future.” (Agung, 4/7/2019, 18.04 WIB)</p> <p>“I learned to communicate better and how to be a good leader.” (Agung, 4/7/2019, 18.04 WIB)</p>		<p>more organized as a person. You know every OMT especially OMT 3 has taught us how to pack, what the most important things to bring that could help us in the activity, and everything. It’s like now I can plan anything in the more organized way.”</p>	<p>risk taker</p>
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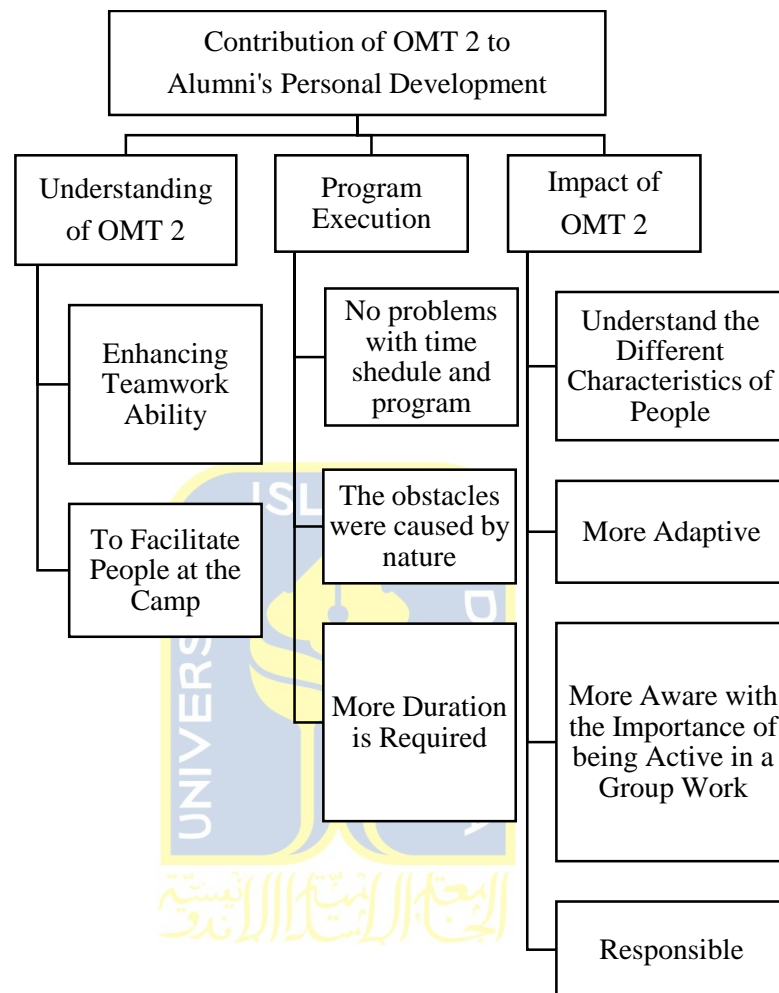
	<p>9, 10.00 WIB)</p> <p>“...most of what I have learned on OMT 1 are what I’ve been implementing in life for now.” (Nadya, 24/5/2019, 10.00 WIB)</p> <p>“...you will feel the impact after you have graduated and see the real world out there.” (Nadya, 24/5/2019, 10.00 WIB)</p>						
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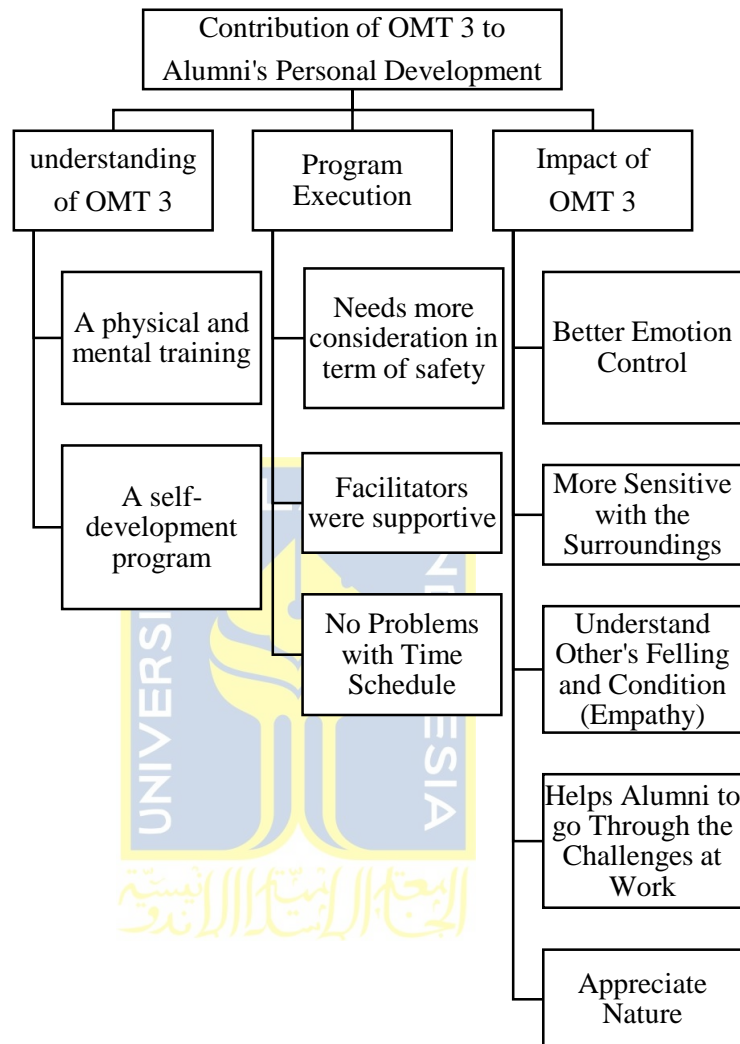
APPENDIX E: DATA DISPLAY OF OMT 1



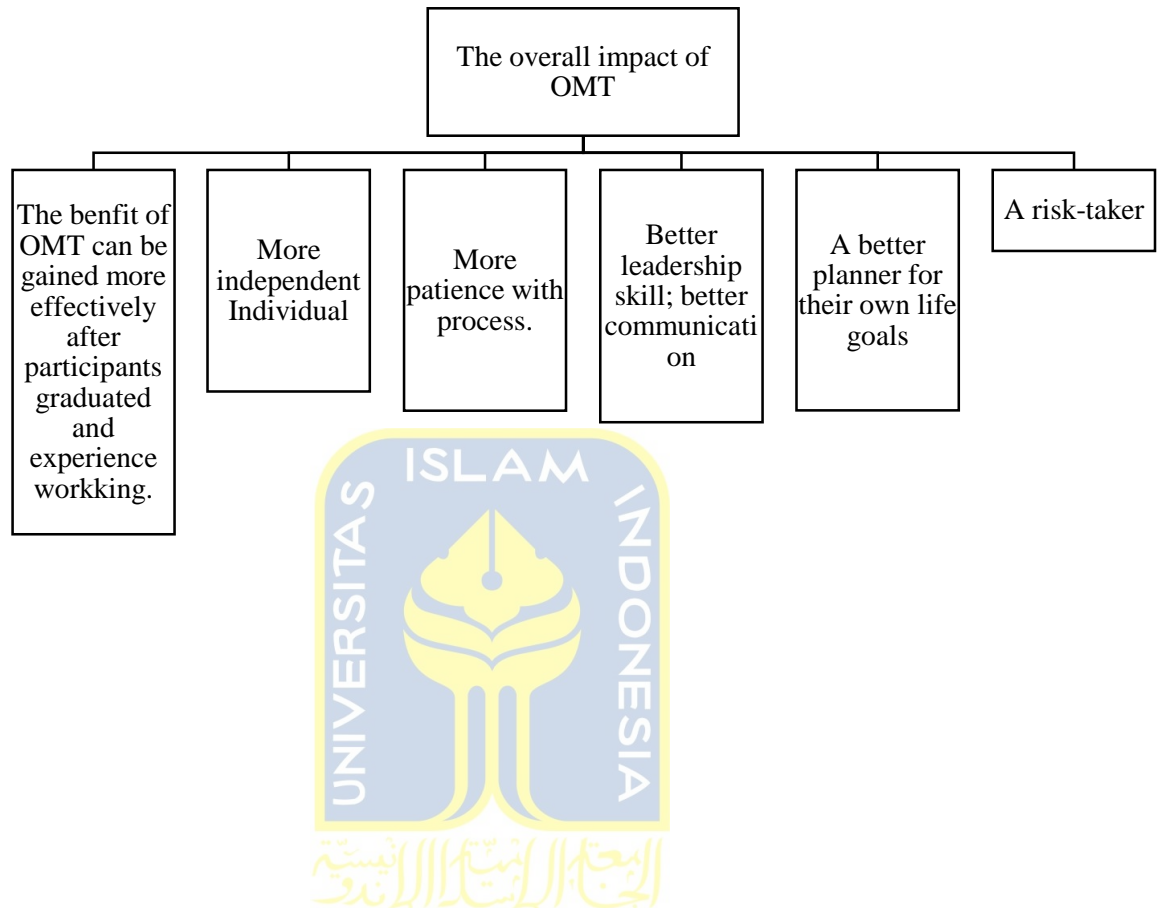
## APPENDIX F: DATA DISPLAY OF OMT 2



APPENDIX G: DATA DISPLAY OF OMT 3



APPENDIX H: DATA DISPLAY OF OMT 1, 2, AND 3



## APPENDIX I: INTERVIEW TRANSCRIPT 1

- Name : Nadya Puteri (Iyya)
- Date : May 24<sup>th</sup> 2019
- Time : 10.00 WIB
- Location : Economics Faculty of UII
- 
- Interviewer : Hi Nadya, How are you?
- Interviewee : I'm good, thanks. How are you?
- Interviewer : I'm good too. Thank you for making time to do this interview with me. Before we begin, could you please introduce yourself?
- Interviewee : my name is Nadya Puteri, I'm a bachelor of economics from IP UII and was graduated on March 30<sup>th</sup> this year. Currently looking for a job, *hehe*.
- Interviewer : okay, as an undergraduate from IP UII, have you undergone OMT 1, 2, and 3?
- Interviewee : *yup*, I have completed them all.
- Interviewer : What do you understand about OMT 1?
- Interviewee : Hmm, it's going to be a very broad discussion when we talk about OMT. To be sure, the first time I knew OMT 1, it was a compulsory program of IP UII for new students. For self development.
- Interviewer : could you please define self-development in that matter?
- Interviewee : it is for us, the participants, to learn to manage ourselves.
- Interviewer : did you get any benefit from the program?
- Interviewee : OMT 1 is one of the activities that has changed me a lot. I feel like now I am becoming more confident. If you compare me with myself before OMT 1 to me after OMT 1 they are a very different individual I might say. I used to be the type of person who doesn't want to try new things. It feels like, there was fear that I won't be able to, or fear that something bad or unwanted will happen later. But after I went through OMT 1, now I know that it's more about how we develop ourselves, how we trust ourselves. At first, during the activities on OMT 1, I always thought I could not do it when I was told to take part in several activities. Then I see my friends were



able to conquer their fear and because all the activities had to be done, somehow I found strength to continue and try. I needed to challenge myself, I thought. And it turns out that I can. And that mindset has been carried away until now. Things I don't think I can do, right now I'm more motivated to try. OMT 1 helped to becoming a bolder individual that I am now.

Interviewer : you said OMT 1 has changed you a lot. Which activity that has impacted you the most?

Interviewee : I remember the activity of SOLO 1 and 2 the most. We were asked to walk at night, alone, through the dark in the camping area. The mission was to find a box with envelopes with our name on it. We were given a moment to write down our dreams and hopes for us as students in IP UII and later after we graduate. Knowing me, I know I would not dare to even think of doing that kind of activity before. Only because I see my friends could pass the challenge, and motivations from the facilitators, then I tried to convince myself that everything's going to be fine and to believe in myself. After I succeeded completing SOLO 1 and 2, I finally understood that I could do everything if I think I can. I just haven't tried it yet and I never knew what I am actually capable of. I never knew what the results will be.

Another one activity that will always imprinted in my head was the group work on the last day. Well, most of OMT 1 activities are basically about team work but as what I experienced the last day on the lake was the one that needs group discussion the most. We were challenged to build a raft with bamboos and ropes. Honestly, I knew I was a responsible person already who will joined the group work and help, only I would not be the dominant one. At that time, I was still the person who would just do the small part of the task and won't even think to help with the difficult ones because I thought the people around me are more capable of it. Not a single initiation popped up on my head. But then after a while, I didn't know what just got in me, I felt the motivation to finally speak up. I felt a little confidence grew in me during the process of building the raft. So I was thinking, *come on Nad you can at least help your friends with an idea, your friends are trying too, so why don't you?* So I ventured and convinced myself to give an idea and it turned out that my idea was useful. And I also learned that in order to solve a problem in a group work, we need to communicate and share our ideas. At that time I felt useful and proud of myself. From that experience I started to motivate myself to be more proactive and that I must have my own initiative. And if there is a teamwork I am involved in, I have to help with my ideas. After OMT 1 I feel the fun and the challenge

of working with people and I feel my self-confidence has boosted up.

Interviewer : did you have any plan on what you wanted to become before OMT?

Interviewee : before college, I always want to be an independent person. Because if I'm already independent, everything will just follow the flow. It is different if I become someone who is depending on others. I know I wouldn't have achieved anything in life.

Interviewer : what do you think about the program execution?

Interviewee : In my opinion the location of OMT 1 in Mojosemi is better compared to the last one in Papanroto. I think the place is more accommodating in Mojosemi. And the facilitators were kind and very supportive. There is nothing that is lacking in my opinion, and my OMT schedule also did not interfere with the class schedule at that time.

Interviewer : Now we are moving on to OMT 2. What do you understand about the program (OMT 2)?

Interviewee : it is of course the next level of OMT 1, and I guess it is more about team work. To enhance our ability to work with people in a better way.

Interviewer : did get any benefit from OMT 2?

Interviewee : OMT 2 in my opinion is how we play a role in a team or community. We have to work together to facilitate the people of OMT 1. From the activities on OMT 2, for example when we cook together, I really learned that the character of each person is different. From the way they carry themselves, the way they talk, and how they work. Honestly, when I went through OMT 2 I didn't like most of the people in my team. But what do I do? I want to change team? I sure can't. The only way to do it was to face it. And how I should function optimally. If I see other friends doing something in a different way than how I usually do it or how I expected them to do it, then be it. I have to learn to understand them, right? There I learn that there are various types of people and I can't force the will so they want to work and think in my way. I meet people with different personalities, not only will it affect the way I interact with them, interact in things such as just casual chatting, but also when working together in teams. Certainly the approach is very different. But again that's what I have to accept. So I learned how to approach friends who are deft, the stubborn ones, also the careless ones. Now I understand better how to approach certain people. Because if I compare all of them, someone who is tenacious

can not be confused with someone who is fussy, a person who is stubborn cannot be disguised as a lazy person and vice versa. We certainly cannot treat everyone the same way, we need to adapt not only with new places but also with how to interact with the people in it. From there I understood that every person made into a team would have had their portions. And the portion of attention that I have to give to each person is also different as it can not be equated, so that the results of his work will be maximum later. That's what I learned the most.

Interviewer : which activity is the most memorable for you?

Interviewee : the most memorable one was when we visit and socialize with the villagers around there. I didn't think that we would have the chance to go out there and see the activities. We were given a lot of meaningful experiences; the struggle of the people earn for living, how to milk cows and taking care of them, and how they live with the family. And again, we learn a lot from how the people distribute their cow's milk and how they develop their products so they can compete in the market. Basically, OMT 2 taught me how to adapt and how to evolve to becoming a better individual by understanding my surroundings.

Interviewer : what do you think about the program execution?

Interviewee : Hmmm I didn't see any problem with the program. From the schedule and place there was no problem at all for me. Everything was good including the facilitator.

Interviewer : moving on to OMT 3, did you have any idea what kind of activity this would be?

Interviewee : Before I went through the program, what I knew about OMT 3 was that it would be run in the woods and it would be tiring. Before leaving I was given a lot of stories from many people that the OMT 3 would be very tiring, emotional and painful, and we have to learn to be "selfish" for once. Well, selfish in this case is not the bad one. Only we have to know what we prioritize. That's what people say. But from the beginning I didn't want to think too much about other people's words and set it on my mindset. Because if I already have a bad prejudice by putting that mindset on my head, surely I will be really tired and would not enjoy the activities from the start. Because I didn't know what really happened to those people. I had not experienced it myself.

Interviewer : were there any differences between your expectations before the program with after you experienced it?

Interviewee : my expectation before undergoing the program was very different with the reality when I finally participating. I initially thought we would only do, let's say A B C activities, apparently there were more activities that I didn't expect before. And all the activities are really exciting. And things that I didn't think would happen, happens. Well, I am the type of person that would slowly move away if I don't feel comfortable with the people around me. I didn't want to get mad and shout at people, but at OMT 3 there finally was a time when I snapped people. And from there I just realized and understood that my emotions were not only controlled by my own self, but also by the environment. An environment that makes me tired, would be easier to make me angry. My friends who are not in accordance with me, such situation can easily drive me mad. I had been so resentful from the first day. Everyone complains tired of the activities, I know because what are you kidding? I'm tired too. Instead of complaining, it is better to sleep, I thought.

I thought, an emotionally draining event will only happen on the first day because we were still in the adjustment stage. Apparently not. Every day everyone complained how tired they are to me. I'm tired too. Especially it was more tiring when every group task were charged to me. But there, at that time, I tried to understand because like it or not they are my own team. And from what I've learned, every individual is different, maybe the portion of people holding back tiredness is also different. Maybe they couldn't stand it, so as long as I think I could, I'll just help. So the day before the last day I felt I was still strong enough and it's okay even though I'm tired but maybe my friends are more tired. So I feel like I can still cover my team. In OMT 3, I could see the true or original character of a person. We could see those who can't cook, those who are not used to helping people, etc. But at first I did not want to say directly to the person, because I thought that if it was me, I would not accept the judgment. Who would want to be judged especially in a condition where you least expected to be? So I tried to hold on until the last day. On day 3 I learned to control emotions and understand my friends. But I thought, too, if it was left like that and I would finally feel tired and cranky, who would I have to talk to? They are my team. But if I talk to them it would be just useless. But until then I actually feel that my sense of togetherness is still there. I was thinking, come on, if your friends feel like they can't, but you are still able, then do it for your team. Until at the moment there was no one strong enough to bring food ingredients, I finally insisted to bring more in my bag. Even though it's already very heavy, but it's okay. But on the last night I felt really angry and couldn't stand it. I only ask for help once in those five days because I was cooking water for our chicken. I asked my friends to wash the cooking

utensils, and guess what? They did not want to. Instead, flick to and fro from responsibility. Yes, I could only watch while still feeling angry. Finally, I also washed it myself and I emitted all emotions angrily to my friends. I finally ended up being tired, all tired. I finally cried. But a few moments later I thought why I could get angry with them, I had succeeded in holding back emotions four days before. Finally I apologized to my friends, even though I actually found it very difficult to apologize first, especially if we don't feel wrong. But because I feel apologizing is important, I still do it. I don't want to cause conflict to them because they are actually my close friends at college.

After OMT 3 I'd think and consider for many times before being angry with other people. I have to think of what people will feel and think about if I get angry with them. I learn to control my emotions and also how I have to react to other people's behavior.

Interviewer : what do you think about the activities in OMT 3?

Interviewee : Good and fun according to me. But I know there are a lot of pros and cons in this case because some people are not familiar with trekking activities and the hike. For me it was fine. As I said I didn't want to put a negative thinking on my head about the program. Even from the first OMT (OMT 1), we have experienced trekking even though it wasn't that far compared to OMT 3. I just thought more about how I carried myself during OMT 3.

If I respond to the pros and cons of OMT 3, it's understandable because of the differences of physical abilities for people . So for those who have never been trekking it is only natural to initially panic.

Interviewer : what do you think about the program execution?

Interviewee : The execution of the program was good for me. The program really helped me to change. When I didn't get help from my friends, there will be a facilitator who reaches out for me. At least one help from of the facilitators can replace two of my friends' task because they understand the field better.

Interviewer : was there any problem with the time schedule?

Interviewee : 5 days was not a problem to me. For me, the timing of the program was not too distracting because my lecturers were cool with that. Moreover the announcement of the schedule of OMT 3 has been announced long before the execution, so I think we as students also have to be proactive in communicating with lecturers about the schedule. Our lecturers were very understanding.

Interviewer : what is the overall impact of OMT programs for you?

Interviewee : as we know that the OMT programs were held when we were still a student. But surprisingly, for me personally, I have just felt more of the benefit / impact now after I graduated. Why is that so? I think it's because when we were still in college, we know we will get help from our friends around us, even the lecturers. Suppose we have personal difficulties, we still have our friends to help. Not to say that now we can't get or give help after graduated. Only that I think, the portion of me helping myself now after graduating is bigger. Let's say we need to be more independent. For example in OMT 1, I learned to believe and dare to try things that I thought I couldn't. And I applied it until today. Now I'm busy looking for work and sometimes for master degree too. Looking for a job is tricky, and it could be hard sometimes. Many job vacancies didn't respond to my application. But I somehow believe that there will be a response if I keep on working hard. And of course I learn to be patient here.

I know that if I didn't get to experience OMT, the person that I used to be must be impatient if I have to face these things. But sometimes I'm surprised and amazed by the changes in my current self. By the person I have become. I'm thinking of just enjoying the process.

To be honest when I was on OMT, I sometimes felt easily saturated with my surroundings. Mostly when I was bored during the activity. I don't understand why, but at that time I thought, it's okay to enjoy it, when will I get this kind experience later? It's exciting because I get to do it with my friends. And until now I have always applied it. I enjoyed the waiting process while continuing to search. Even now there are many rejection letters that come, but I'm trying to be patient and continue thinking positively, and it actually becomes my motivation to keep trying. Yes, actually most of OMT 1 activities are what I've been implementing in life.

Interviewer : do you have any message or critique for the program?

Interviewee : In my opinion, after I joined OMT 1 2 3 and already graduated, the OMT experience was very useful. Maybe from, let's say, 10 learning points that you can learn from OMT, not everything that you can apply in everyday life. Maybe from 10, you can only apply 5 learning points. And it's not bad, not bad at all. That would be very useful if we are consistent. That will give satisfaction to us.

I personally suggest that OMT program must still be held in IP UII. It is a place that accommodate students to form their character, in a good way. Maybe you won't feel the impact while you are still a student. Rather, you can feel the impact after you have graduated and see the real world out there. I can't imagine on how the program would have impacted those who have worked if I'm the one who is still seeking for one could feel very impacted by the training

program. I feel the benefit from the program now more than I could feel it back when I was still a student.

## APPENDIX J: INTERVIEW TRANSCRIPT 2

Name : Sayyid Hakim Fathoni (Thoni)

Date : June 3<sup>rd</sup> 2019

Time : 12.10 WIB

Location : phone interview

Interviewer : hi, *Mas* Thoni. How are you?

Interviewee : I'm good, thanks.

Interviewer : thank you for making time to do this interview. Could you please introduce yourself as a starter?

Interviewee : sure. My name is Sayyid Hakin Fathoni but you can call me Thoni. I'm a bachelor of economics, graduated from IP UII in 2018. Currently working in a transportation network company.

Interviewer : have you completed the OMT program series? Omt 1, 2, and 3?

Interviewee : yes I have.

Interviewer : what do you understand about OMT 1?

Interviewee : OMT 1 is just like outbound I general, I guess. It is similar to the outbound that I have participated before. It is to train us, the participants, to manage ourselves better.

Interviewer : What do you remember of the activities?

Interviewee : OMT 1 is the one when we had to ride a bus and then got off to a smaller public transportation like a van right? I remember that one of the activities was trekking from Cemoro Sewu gate to the cap ground in Mojosemi through the jungle. From all OMT 1 activities, I guess we learned how to adapt with anew environment, adapt with any conditions given to us at the moment. For three days we learned how to be more independent, you know, as we usually can go anywhere back in the city with our private transportation, meanwhile when we were in the jungle we had to accept to condition and the limited facilities. Other than that I also felt closer

to my friends, and even to those I have never met before, through the activities we have done together while in OMT 1. The feeling of togetherness.

Interviewer : could you define togetherness in that matter?

Interviewee : well yes, for example we had to sleep in the same tent together with all of the participants. There were only one tent to sleep for each male and female and we had to share room. That kind of situation made us closer and more familiar with one another. Although it seems trivial, but every activity that we did together for three days in the camp really helped us to get to know each other, it made us closer to the students from other faculties too. Other example is the games that we did that need a lot of teamwork and compactness.

Interviewer : did you have any expectation for the program?

Interviewee : before OMT 1, I have already participated in other outbound out there especially during high school. So my expectations was not very far from the same outbound that I have participated. There are flying fox activities and a series of them too. The activities were fun.

Interviewer : did you get any benefit from the program (OMT 1)?

Interviewee : the benefit is that I get to be more grateful with my life, with what I have. Back home we usually can choose any food that we would like to eat, but there at the camp we had to appreciate with what has been served for us and surprisingly, it always tasted good because everyone get to eat together at the same place, with the same food. I learned to be more patient with the condition and to control my ego as we had to share with others there. A small example is when we had to line up for bathroom, we also needed to adjust the time so that the activity will run on time and smoothly.

Then there were activities that tested our mentality (SOLO 1 & 2)

that we had to walk at night alone in the camp area. It also has benefits. Even though we already knew that the activity has been set up and there must be someone who is on guard, but there must be someone who feels paranoid and scared. From there I can learn to be brave by facing what is around us. So now if I go home from, I'm not so scared, because I've had a mental test like that, so I just feel brave. But still need to be careful.

Interviewer : there were lots of games on OMT 1, what is the most memorable for you?



Interviewee : probably all activities we did in the jungle / camp area. But the last day for the raft was also quite impressive for me, because we were asked to race the raft and divided into several groups. We were asked to build a raft and paddle together with a mission.

Interviewer : were there any lessons you've learnt from those activities?

Interviewee : yes there were. The activity on the last day, on the lake when we had to build a raft. That activity needs a good teamwork because technically it is according to us on how much time do we need on finishing the raft. We would have to use the raft as well therefore we need to make sure it is good and strong enough to be used to cross the lake. Although there were a little help from the facilitator, the participants were still the ones that needed to be active to learn, to ask, and to elaborate on what we were about to build. Whether the process is slow or fast it's really depending on how the group execute the raft. I learned that there are factors that make a group to become such a way. Maybe this one group work slower because no one in the group willing to give their idea, or maybe they are just as clueless. And perhaps this one other group can work faster because the team are active on discussing their work, maybe there was one member that that has the experienced of building it before. I learn that there are many factors that can influence the quality of the teamwork. From that experience I learned that our role in a group is important. Everyone in a group has an important role to make a good teamwork. Don't even think that your role is useless or there is no need for you to help them with your idea because they need you, you need each other. And honestly at that time was still the kind of person that chose to be quiet. I did not talk much because I think I did not know what I was doing but who am I kidding? My friends were just as clueless as I was but at least they tried so we could finish the mission.

Interviewer : you have graduated and working as in a company. Is there any impact of OMT 1 to you now?

Interviewee : of course there is, that is what I believe. But because I also followed other activities other than OMT when I was a student so I guess what I am now is a combination among those activities, including OMT 1. I think OMT 1 has indirectly trained me to become more confident, braver on speaking out my ideas, and to believe more in myself. I am becoming a more active individual rather than I was.

Interviewer : you said that you became more active as an individual now, could you elaborate more?

Interviewee : just like what I have said before about the activity on the lake, as that is what I remember the most until now. I think, but I don't usually tell people about my ideas, I don't usually speak out what is on my mind. I was the kind of person that is not sure of what to do in certain situations. Even in a group discussion, for example, I would be quiet than talking. Although at that time I had an idea, I would rather just listen to what people say and probably agreeing with them. I don't know why it felt so hard for me to express myself and to think what I'm actually important and needed. I used to think that I am not capable enough or my idea is not good enough compared to my friends I was not that confident with myself. But now as I have given the understanding of teamwork, indirectly, I feel more comfortable in giving out my ideas to my team. But it was a process, I did not go home from OMT 1 and suddenly I become more confident. In fact I did not get those learning points of the activities right after I finished them. I realized it now when I have to work more with a group of people and I do realized that a good teamwork, a good result will need a good communication and active members that are willing to be critiqued, to speak out what is on their head, In order to learn and to give the best result of our work. I feel more comfortable now to work with a group of people, to discuss with people around me and say what I need to say. I think this is the impact of OMT 1.

Interviewer : what made you so sure that you got it all from OMT 1?

Interviewee : like what I said, indeed there must be other influences as well as job demands and other experiences. But one thing that always motivates me to be brave and believe in myself is the experience of OMT 1 especially SOLO 1 & 2 and the activities on the lake. From there I know how important it is to be sure that I can and I learn that the role of everyone in a team is important and there is definitely a reason why we are put on a team. Those activities indirectly give me motivation to be more proactive.

Interviewer : what do you think about the program execution?

Interviewee : there must be a minus in every activity. There are some notes that I have when I went through OMT 1. Maybe there should be improvement in how the facilitator motivates participants who feel bored or from the beginning are not interested in this program. Because it is also difficult to provide benefits to people whom from the beginning are not interested in the program itself.

Interviewer : what do you think about the schedule of the program??

Interviewee : I didn't have any problem with the schedule because as far as I remember it was held on holiday.

- Interviewer : okay now we are moving on to OMT 2. What do you understand about omt 2?
- Interviewee : OMT 2, in my opinion, is better because there is a socialization activity in the village. So you can walk outside and know the surrounding environment too.
- Interviewer : did you get anything from the socialization activity?
- Interviewee : yes, I know more about the lives of people there and know more about the atmosphere around. Those who initially lived in the city at that time could feel living in the village and mingling with the local people. We were taught to cook, milk cows, and how local people make products from the milk. It feels like I can be comfortable with the situation and the atmosphere that is really outside my comfort zone, so I can be even more grateful. Oh yes and a little bit of learning how to carry yourself in front of people we have never met before.
- Interviewer : what about the activities in the camp ground?
- Interviewee : honestly I wasn't that surprised with the activities and routines we did in the camp because I have done such activities before. The process of cooking together and mutual cooperation with the other participants were fine for me. Maybe what I could tell more about OMT 2 is about the teamwork during the program in the camp. As we know that OMT 2 requires a lot of teamwork and good cooperation because it would be hard if only a few who does the work. Cooking for more than 100 people every day and building tents are not easy. But then again we were a lot of people and obviously we have different way of thinking and different way of working. We had some problem of course in the process. When I underwent OMT 2, in my opinion our team leader did not lead his team firmly. But there are also other friends who fortunately have the initiative so that work in the team can still be completed. What I saw and felt when I was a participant, my team still couldn't unite their goals and thoughts. There are still many who are less responsive to the situation around and have not realized that their energy and cooperation are really needed. For example, just a small example, we have to cook for many people with limited time, and there are still other friends who are just sitting around and don't help at all.
- Interviewer : how did you respond to that situation?
- Interviewee : I could say that because I'm the kind of person who isn't really persuasive and doesn't really care about other people's business, so I just worked on the things that needed to be done. The important thing for me back then was to finish everything. But I'm not like

that now, because I've realized that i have more responsibilities now, so as much as possible I have to move other friends who also have the same responsibility to be cooperative so we can work together until the end of the process. You could say I learned something from OMT 2, not when I was still a participant rather when I have already graduated and working now. I made some note on what I did as a participant of OMT as a self-introspection now. I tried to sort things on what should I fix or improve and which one should I keep. Because when I was a participant I felt like i did more of the work and let my other friends stay quiet and being lazy. I got to know when I finished the program that the consequences were to be overwhelming tired. So from there I learned to respect myself more, appreciate my own energy but without leaving responsibility.

Interviewer : is there any impact of OMT 2 for you?

Interviewee : Yes, like what I said before, I was originally a quite person and didn't want to interfere other people's businesses. But i have always had a flashback to the things that I did on OMT 2 I became aware that I would not be able to finish everything by myself. I mean even if I could then the result would not be maximum. I also learn how to be more grateful and understand that life is not always sunshine and rainbow, that finding money could be difficult. Now if you get a job that might be felt that the salary is less or not enough for you, you should still be grateful. But also keep the spirit to improve yourself and do introspection so that you can develop better later. Because fortune is a gift from God, and we still must be grateful even though sometimes we feel that our work deserve to get more reward. In fact it is quite enough and if we give more effort then I'm sure there will be reward for us and it does not always have to be money.

Interviewer : what do you think about the program execution?

Interviewee : hmm there are some obstacles when it comes to activity, but mostly due to weather factors because our activities are done in an outdoor area, right. Rain and wind are also quite an obstacle, but then again it's outbound, that is where the fun is. Alhamdulillah, everything could be resolved well. Besides that, it might be a constraint in adjusting the time with OMT 1, because the OMT 1 and OMT 2 activities are integrated with one another, so it is rather difficult to equalize. Sometimes when the activities of OMT 1 have finished, we haven't finished cooking. And vice versa, when we have finished cooking, OMT 1 activities have not been completed. Well we were still processing and still learning. That was the point of the training, I suppose.

Interviewer : what do you understand about OMT 3?

Interviewee : this activity really trained me mentally.

Interviewer : could you elaborate more?

Interviewee : OMT 3 is very different with the previous trainings. Although I guess the three of them are related but this one is far more challenging as there was more of trekking activities. We had to carry our own food supplies, water, sleeping in the tent by ourselves. We really learn how to conquer ourselves, our fear and even to find out the strength in ourselves.

Interviewer : did you have any expectation before you undergone this program?

Interviewee : I didn't expect much of what I was going to do on the program. But in my opinion the activities of OMT 3 that I have been through was in accordance with what has been delivered on the technical meeting, so yeah it has been prepared in advanced. We were told to be prepared mentally and physically far before the day we undergone the program.

Interviewer : did you get any lesson from the program?

Interviewee : yeah, there are lessons I learned from the program. A lot of them. The benefit is that from trekking in my opinion it makes it more physically resilient and mentally stronger. Although I admit that it was quite a hard time going through the challenges and some of the participants were crying because they felt exhausted. But the true challenge for me was to strengthen the other friends while I was feeling tired myself. And we could see how people really are from there, we could see our friends' true self from how they react on certain situation and on what decision they made. You see, there were some people who are actually strong enough mentally and physically but they wouldn't care on what their friends gone through, some of them did not even offer to give a hand to those who seem less stronger and less confident to even finish half of the journey. But there were of course some of good people too who are trying to support each other and trying to cheer everyone's up no matter how tired they are at that time. We, or at least I, see the true color of some of the people there. There were a lot of swearing too from the participants, *haha*. I think what I have been through and saw on OMT is similar with what I am going through now in work life. The feeling is quite similar. Working, especially with a group of people we barely know before can be tiring. And I don't mean to say that they are similar in term of activities but more on the pressure it gives to me. hw to keep on track, to keep focus on the goal while given so much pressure we thought we couldn't get to where we want to be, to achieve our goals. Working from 8 to 4, 5 days in a week is not easy at all. It's tiring although we only sit and

making presentation and discussion. It is just like when we were on OMT 3, if I decided to stop now right here who would help me? Who would carry myself to achieve the goals? There may be some who will help but our friends must be tired already with the things they need to catch up every day, with their responsibilities. I think OMT 3 was made to be a simulation to teach us how the real world is. How it feels like when life gives us obstacles and how we have to keep going no matter what is it we are facing at the time. To conclude it I think OMT 3 is designed to train us mentally and physically

Interviewer : what do you think about the execution of OMT 3?

Interviewee : good, I think it is the best of the ones before. Maybe that's because I really like nature and physical activities. There is no problem for the schedule and the lecturers were okay too because it has been announced far before the program is held. For the facilitator I think they were good already.

Interviewer : is there any suggestion for the facilitator?

Interviewee : hmm I don't think there is any but for the participants. I mean we have to prepare ourselves too so at the end we don't add more burden to the facilitator for carrying out belongings and stuffs. It should be our responsibility.

Interviewer : what is the overall impact of OMT program series for you?

Interviewee : leadership. I really learned what good leadership is. From when I was clueless on how to keep a good teamwork and ended up doing everything myself, I slowly learned how to do everything in balance, how to make our team balance and more solid so the result will be more optimal later.

## APPENDIX K: INTERVIEW TRANSCRIPT 3

Name : Silvia Ika  
Date : June 13<sup>th</sup> 2019  
Time : 20.30 WIB  
Location : phone interview

Interviewer : hi Via, how are you?

Interviewee : I'm good, thanks.

Interviewer : thank you for making time to do this interview with me. Before we start could you please introduce yourself first?

Interviewee : my name is Silvia, I am a bachelor of management graduated in 2019 from IP UII. I'm currently doing an internship in a financial institution here in Jogja.

Interviewer : okay then let's get started. What do you understand about OMT 1?

Interviewer : OMT 1 is the preparation for omt 2 and 3, obviously. Menurutku omt 1 itu persiapan dan latihan awal untuk naik gunung bareng temen-temen.

Interviewee : what kind of preparation? Could you please tell me more about it?

Interviewer : iya aktifitasnya kita kan awalnya naik bus, terus berhenti di pasar nawa naik angkot, setelah itu kita berhenti di gerbang masuk untuk trekking namanya cemoro sewu. Setelah itu ita dibagi jadi beberapa kelompok dan diajak diskusi untuk siapa aja yang bersedia untuk jadi ketua kelompok. Setelah itu kita jalan trekking bareng-bareng sama kelomok kita untuk mencapai tujuan.

Interviewee : did you get any lesson from the experiences you get from omt 1?

Interviewer : omt 1 itu kan ada kegiatan dimana kita disuruh untuk jalan sendiri ya? Kita diminta untuk ngisi questionnaire segala macem. Well to be honest aku dulu lagi keadaan sakit saat ikut omt 1. Jadi mungkin yang aku dapat nggak begitu maksimal ya dibandingkan teman-teman yang lain. Sebelum jalan sendirian (SOLO) itu kan kita diminta untuk kumpul malem-malem dan dikasih briefing untuk medan yang akan kita hadapi nanti waktu jalan dan apa yang harus kita lakuin. Yang aku takutin itu sebenarnya kalo nyasar sih, namanya kan panic ya jadi bingung. Waktu itu aku sempet bingung

harus jalan kemana jadi aku balik lagi untuk annya fasiliator kemana aku harus pergi, akhirnya dikasih tau dan berhasil ngisi questionnaire. Waktu itu sebenarnya aku nggak takut sih sama hantu atau apa, Cuma takut diriku nggak kuat aja. Waktu aku udah sampe tujuan dari kegiatan SOLO ternyata udah ada yang nungguin, dan akhirnya aku dibantu sama tim fasilitator karena udah nggak kuat dan lemes, jadi aku diminta untuk naik ke mobil biar lebih anget dan dikasih obat sama minyak. Selain pengalaman itu ada lagi di tenda waktu itu kedinginan banget dan bingung kan harus ngapain, tapi akhirnya semua temen-tmeen yang ada di tenda nyamperin aku dan melukin aku biar anget. sebenarnya pengalaman yang aku dapet adalah banyaknya orang yang care sama aku, yang willing untuk bantu aku walaupun aku tau mereka juga struggling dengan dirinya masing-masing dan harusnya istirahat karena ada kegiatan yang lain tapi mereka masih mau bantu aku. Di tenda dibantuin, waktu jalan sendirian dibantuin, waktu di mobil dibantuin juga. Ya kalo nggak kuat harus tau batasan untuk diri sendiri jangan dipaksain.

- Interviewer : do you remember the games or activities of OMT 1?
- Interviewee : oh right I remember some more of the activities of OMT 1. Honestly I did not really remember the games on OMT 1 because as I told you I was a bit sick, and I was being quiet most of the time. But the rafting one was very fun because it was my first experience. waktu di danau kan kita diminta untuk ambil bendera dana da beberapa temen-temen yang rela untuk nyemplung di danau.
- Interviewer : dari semua yang udah kamu ceritain, ada nggak sih pengaruh omt 1 ke kamu yang sekarang
- Interviewee : yang aku inget banget sih aku kan waktu omt 1 masih sakit ya, tapi ternyata aku mampu dan bisa. Dari pengalaman itu aku belajar banyak sih terutama saat magang dan menjalani KKN. Yang aku tanamkan samapi sekarang adalah waktu omt 1 aja aku lagi sakit bisa menjalani semua aktifitas dengan baik dan temen-temen beserta fasilitator bisa meyakinkan bahwa aku mampu. Well I guess now is my turn untuk memberikan sugesti itu kepada diriku sendiri bahwa aku mampu melalui dan menjalankan tugasku. Tapi tetep harus tau batasa ya, kta harus tau gimana caranya untuk memanage diri sendiri jadi jangan terlalu over.
- Interviewer : what do you think about the program execution?
- Interviewee : mungkin kesiapan programnya ya, keamanannya kayaknya kurang. Contohnya waktu itu aku lagi jalan, tapi kelompokku kesasar dan kita hampir jalan ke arah yang lain, sama pendaki lain. Tapi untuk kesiapan obat-obatan, peralatan segala macam



menurutku udah bagus sih. Jadwal juga nggak ada masalah untuk aku.

Interviewer : moving on to OMT 2. What do you understand about the program?

Interviewee : OMT 2 itu lebih santai sih menurutku. Awalnya aku ga tau Omt 2 itu ngapain, jadi awalnya aku taunya cuma disuruh masak dan nyiapin keperluan temen-temen OMT 1 itu sih.

Interviewer : what did you get from the program?

Interviewee : kalo OMT 2 menurutku lebih ke gimana kita mengontrol hubungan kita sama orang lain. Sama temen-temen disana.

Interviewer : can you give me an example? What happened to you then?

Interviewee : kan kita waktu disana udah dikasih tugas masing-masing, tapi ada beberapa yang nggak disiplin. Ada yang harusnya masak, eh malah nggak masak malah Cuma ngegame. Yang seharusnya kerjanya udah kelar masih harus mengerjakan pekerjaan anggota lain yang belum selesai. Aku kan orangnya nggak bisa negur ya saat itu, jadi waktu itu aku yaudah diem aja dia mau ngerjain atau enggak terserah. Jadi mungkin caraku untuk mengingatkan dengan mengerjakan apa yang seharusnya mereka kerjakan biar bisa liat dan sadar. Mau dia lihat atau enggak, aku udah nggak peduli karena kasian temen-temen lain dan fasilitator kalo kerjanya nggak selesai. Oh ya kegiatan OMT 2 apa aja sih aku lupa, boleh recall nggak?

Interviewer : nah kamu tadi mention kalau bisa lebih mengontrol diri didepan banyak orang. Apakah efek dari OMT 2 itu masih kamu terapkan?

Interviewee : oh iya masih. Aku paling ngeh kalau pengalaman OMT 2 itu kepake banget saat KKN sih. Kan hampir sama ya, nginep bareng, masak bareng gotong royong tapi durasinya lebih panjang. Tapi menurutku OMT 2 udah cukup banget untuk dijadikan sebagai latihan menghadapi beranekaragam orang di sekitar kita. Omt 2 belajar ngontrol diri sendiri, gimana caranya tetap berkepala dingin untuk menghadapi masalah. Jadi waktu KKN aku sempet telfon temen aku yang anak IP juga dan ngeluh gitu kenapa ini orang-orang nggak ikut OMT karena aku merasa beda banget orang-orang yang udah ikut OMT dengan temen-temen KKN aku yang belum pernah ikut program sejenis OMT sebelumnya. Bukan bermaksud aku paling bener ya, di grup KKN. Tapi keliatan kalo temen-temen KKN aku belum bisa menyelesaikan masalah dan bekerja dengan orang lain secara tertata dan baik. Coba mereka ngerasain OMT biar nggak kaya gini. sifat mereka itu beda dalam menghadapi masalah dengan roang lain, kebanyakan langsung emosi. Kan kalo langsung emosi kan berantakan jadinya.

- Interviewer : dari pernyataan kamu tadi, boleh dijelaskan nggak bedanya temen-temen yang udah ikut OMT dengan yang belum?
- Interviewee : aku berkaca dengan diriku sendiri yang sudah omt aja ya, aku merasa bisa lebih ngontrol diriku sendiri dan mengerjakan apa yang sudah menjadi kewajibanku. Dan aku kalo nggak suka nggak langsung emosi dan nggak akan marah seenaknya. Tapi bukan berarti aku diemin orang itu ya, aku tetep ngomong orang itu dan aku akan mengingatkan dia akan kewajibannya kalau memang dia lalai. Jadi aku belajar dari kesalahan waktu aku masih jadi partisipan di OMT 2 kalau memang beberapa orang nggak bisa Cuma didiemin aja dan harus diingatkan, dan aku sebagai orang yang sadar akan tanggung jawab itu ya sudah jadi tugasku untuk mengingatkan timku apa yang sudah menjadi kewajiban mereka. Tapi aku ngomongnya tetep kepala dingin ya. Aku ada pengalaman kordesku waktu KKN itu dia jadiketua unit juga dan tinggal satu rumah. Dia waktu itu emosi banget karena kita ada satu masalah. Jadi intinya ya jangan terlalu banyak emosi lah kalo ada masalah apa-apa janga langsung emosi dan ngegas, karena kita juga harus mengerti kalau kita bekerja dengan banyak orang. Apapun yang kita ucapkan dan lakukan efeknya bukan Cuma ke kita tapi ke tim kita. Hubungan tim kita dengan orang sekitar. Jadi itinya sih aku merasa bisa jadi lebih peduli dengan dampak dari perbuatanku untuk orang lain di sekitar. Tidak melalaikan kewajiban, tidak lupa untuk mengingatkan, tapi juga tidak lupa untuk memilih waktu dan ucapan yang tepat agar nggak menyinggung perasaan teman kita atau berdampak buruk untuk orang di sekitar kita.
- Interviewer : terus untuk eksekusi programnya sendiri menurut kamu gimana?
- Interviewee : nggak ada masalah sih aku dengan OMT 2. Aku inget waktu itu harusnya kita tidur di tenda kan tapi waktu itu hujan. Jadi saat itu kita diminta untuk pindah ke mushola karena tendanya basah. Udah bagus sih persiapannya menurutku, jadi nggak kelabakan saat ada kejadian seperti itu.
- Interviewer : ok then if that's all. Let's move on to OMT 3. What do you understand about the program?
- Interviewee : omt 3 itu yang paling berat dari yang lain.
- Interviewer : did you have any expectation before joining the program?
- Interviewee : aku nggak ada ekspektasi apapun, tapi sebelum OMT 3 aku masih sangat benci sama kegiatan OMT. Bukan Cuma OMT 3 tapi semua OMT.
- Interviewer : why is that?

Interviewee : karena dulu aku masih merasa kalau OMT itu nggak ada manfaatnya. Apa siih kegiatannya? Cuma main game, masak, terus naik gunung, bawa barang banyak. Dulu aku mikir ngapain sih daripada naik gunung kan mending sertifikasi, atau magang, atau training yang jelas tujuannya. Aku sampai udah mau nyerah waktu mau OMT 3 karena aku udah merasa fisikku nggak bakal sanggup lah ikut OMT 3 disuruh jalan 4 hari 5 malem. Waktu persiapan OMT 3 ada beberapa kesalahan yang aku lakukan. Yang pertama itu adalah pemilihan tas. Aku salah pilih tas yang kurang sesuai dengan ukuran badanku dan nggak aku coba dulu sebelumnya. Yang kedua sepatu aku nggak dapet karena nggak ada yang seukuran kaki ku di tempat penyewaan sepatu. Tapi kan mau gimana lagi karena adanya itu jadi mau nggak mau tetep harus dijalani.

Interviewer : anything else yang mau diceritakan?

Interviewee : oh iya waktu itu aku sempet panik banget karena aku lagi mens juga kan aku pusing banget baru hari pertama dan harus naik gunung. Tapi alhamdulillah nya aku bisa kuat jalan karena fasilitator siap bawain kita vitamin dan obat-obatan kan jadi aku bisa kuat. Terus saat hari pertama sampai Banaran aku sebagian ikut sosialisasi ke masjid dan ikut kegiatan adek-adek di sana. Setelah itu langsung balik ke camp dan bantuin temen-temen untuk masak dan bangun tenda. Wah perjuangan banget sih waktu masak di banaran kan masih pakai kayu ya, jadi perjuangan banget hidupin apinya. Jadi lebih bisa menghargai makanan buatan sendiri kan kalo kaya gitu, hehe.

Terus waktu itu aku lagi jalan kan, awalnya sama salah satu temenku tapi dia ijin untuk jalan duluin aku karena nggak bisa jalan kalau nggak cepet kan. Terus apesnya sempet jatuh juga sih karena jalanannya kan tanah dan licin. Apesnya lagi waktu aku narik suatu tanaman untuk pegangan jalan, eh tanganku kena duri kecil-kecil dan itu super panas. Nah tapi positifnya yang aku dapet saat itu adalah walaupun aku dalam keadaan yang down banget, capek, takut, dan panik sendirian tapi aku masih bisa mikir jernih apa yang harus aku lakukan buat ngilangin duri-duri itu. It seems simple tapi dari situ aku mulai berpikir bahwa kalau aja aku nggak berpikir jernih keadaanku bisa makin parah, dan aku kagum dengan diriku sendiri yang bisa took care of myself dalam keadaan panik dan ketakutan.

Interviewer : kalian kan waktu itu satu kelompok berbagi tugas dsb, ada problem nggak dengan kelompok?

Interviewee : not at all, masalahnya sebenarnya dengan diriku sendiri sih gimana meyakinkan kalau aku yakin.

Interviewer : you mentioned that there were obstacles while you were on OMT 3 and that you hated OMT at first, why?

Interviewee : ya mostly dari pengalaman OMT 3, dan waktu itu aku ada pengalaman nyasar ditemenin pak ustad malem-malem dan berusaha cari jalan karena kita harus saling menolong juga. Tapi waktu OMT 3 aku sempet berhenti di suatu tempat, itu masyaallah pemandangannya bagus banget. Seumur hidupku aku nggak pernah melihat pemandangan sebagus itu sebelumnya.

Interviewer : did you like OMT after?

Interviewee : bukan suka sih sebenarnya, karena I'm not really into hiking. Tapi aku merasakan banget manfaat dari OMT setelah menyelesaikan OMT 3 ini. Waktu OMT 3 ini udah kelar ya. Awalnya kan aku super takut untuk menjalani OMT 3 karena yang digambarkan orang-orang itu kegiatan ekstrim banget. Apalagi aku paling benci melakukan kegiatan fisik kaya gitu karena emang nggak pernah dan nggak tertarik. Aku dulu mikirnya kenapa kegiatan kaya gini harus diikuti padahal menurut aku dulu itu nggak penting banget. Tapi ternyata, menurutku itu penting. Aku nggak tau ya nggak bisa menjelaskan hubungan langsungnya apa ke diriku, tapi karena omt, setelah omt 3 aku merasa lebih berani dari diriku yang dulu. Contohnya waktu aku magang, aku amazed dengan diriku yang akhirnya bisa mandiri. Bisa berani daftar sendiri, cari informasi ke kantornya sendiri, nggak kenal siapa-siapa disana, lebih berani memulai percakapan dengan orang baru. Bahkan nggak Cuma ke sembarangan orang tapi ke kepala cabang kantor atau direktur dan segalamacamnya. Aku merasa jadi tau gimana caranya menempatkan diri dalam certain situations. Aku nggak nyangka sih kenapa setelah OMT aku bisa kaya gini. Aku yakin kalau nggak ikut OMT nggak bakal bisa jadi seperti ini.

Interviewer : why are you so sure that you got those from OMT?

Interviewee : kalau nggak dari situ dari mana lagi? Aku yakin karena dulu nggak banyak ikut kegiatan lain apalagi yang mengasah soft skill kaya gitu. Oh ya tapi aku kira ini nggak hanya OMT tapi juga serangkaian program dari CBP (now KUD) seperti SLT, LKIM, LKIL dan sebagainya ya. Karena setau aku kegiatan-kegiatan itu terintegrasi satu sama lain. Kayaknya kalau nggak melalui training-training itu especially OMT 1 dan 2 ya saat OMT 3 aku nggak akan dapat pelajaran yang aku dapatkan sekarang. Jadi yang aku pelajari levelnya bertahap juga. Tapi setelah aku juga menjalani program dari CBP dari awal step by step aku paham oh jadi ini maksudnya gini. I would say akan lebih maksimal kalau kita menjalaninya secara berurutan, karena program-program itu dibuat dan

dilaksanakan pada waktu tertentu pasti ada tujuannya. Aku merasa lebih bisa mengatur diriku sendiri.

Mau cerita pengalaman aku lagi aja ya waktu KKN. Banyak banget yang cerita masih nggak berani untuk mengambil langkah lebih jauh karena takut dan nggak pede. Banyak yang nanya aku kok bisa sih berani ikut acara ini, daftar magang ini itu, dan lain sebagainya. Menurutku keberanian itu aku dapatkan dari semua training dan diberikan IP ke aku. Mungkin kebetulan aja ya aku dipertemukan dengan teman-teman kelompok KKN yang mayoritas memiliki pemikiran yang seperti itu. Tapi saat berhadapan dengan teman-teman yang menanyakan hal-hal itu ke aku rasanya aku jadi berkaca dengan diriku yang dulu. Aku nggak akan menjadi diriku yang sekarang kalau nggak “dipaksa” untuk menjalani training-training dari IP.

Interviewer : when did you realized that OMT is important?

Interviewee : obviously not directly after I finished the program. Waktu aku menjalani OMT 3 aku belum benar-bener ngerasain kalo itu bermanfaat. Aku baru meyadari waktu magang dan waktu KKN. Aku jadi lebih siap dalma meghadapi dunia yang sebenarnya rasanya.

Interviewer : program execution

Interviewee : karena aku orangnya khawatir banget, jadi i would say safetynya kurang sih karena aku waktu itu masih diperbolehkan ikut walaupun sepatuku kurang sesuai. Ya walaupun salahnya di aku juga sih, tapi tetep aja aku berharap akan lebih ketat lagi.

Interviewer : what is the the overall impact of omt 1,2, and 3 for you?

Interviewee : i would say aku menjadi individu yang lebih berani dan tertata.

Interviewer : could you explore more?

Interviewee : tertata dalam hal apa aja yang harus aku persiapkan sebelum melakukan apapun itu yang menjadi tujuan hidupku. Jadi aku lebih well prepared dengan rencana hidupku karena aku fokus dengan hal-hal kecil yang harus aku persiapkan sebelumnya sampai akhirnya bisa mencapai apa yang aku inginkan. Berani disini adalah berani dalam mengambil keputusan ya. Beran memutuskan apa yang akan menjadi tujuan hidupku. Contohnya ya aku bisa memutuskan kalau aku harus ikut magang, harus ambil banyak sertifikasi, atau setelah ini aku harus banyak relasi dan kerja, aku jadi lebih mengerti apa yang menjadi tujuanku. Mungkin sebelumnya aku udah tau mengenai hal-hal itu, tapi sekarang aku merasa lebih berani dan yakin utuk terjun langsung. Bukan Cuma

sekdar tau doang. Kalo Cuma tau semua orang juga bisa dapet informasi dimana aja.

Interviewer : apa yang membdkna kamu dengan yang belum omt

Interviewee : aku bandingin sama orang sekitarku sendiri ya. Jujur aja bedanya dari sifat dan attitude gimana caranya ktia menghadapi orang. Sikap kita ke orang lain dan bagaimana cara kita menghadapi masalah dengan orang lain. Kesiapan dalam menjalankan tugas itu juga pasti beda.

#### APPENDIX L: INTERVIEW TRANSCRIPT 4

Name : Ardian Praba Agung Laksana

Date : 04/07/2019

Time : 18.04 WIB

Location : phone interview

Interviewer : Hai Mas, terima kasih sudah mau meluangkan waktunya. Sebeumnya boleh perkenalkan dulu mas namanya?

Interviewee : Nama aku Praba Agung Laksana, lulusan IP UII Manajemen tahun 2018

Interviewer : Oke kita mulai aja ya mas. Apa yang mas agung pahami mengenai OMT 1?

Interviewer : itu development karakter ya kalo ga salah? Jadi setuaku proses bridging dari seorang siswa jadi mahasiswa untuk memperdalam leadership skill

Interviewer : Mas Agung inget aktifitas OMT 1 nggak?

Interviewee : itu outbound yang melati leadership skill kan ya, kaya keberania, public speaking, manage orang. Walaupun skalanya masih kecil tapi bagus sih.

Interviewer : bagus yang bagaimana maksudnya mas?

Interviewee : iya soalnya nggak semua bidang pendidikan mengajarkan leadership skill secara praktek gitu loh, dan kebetulan kita dapet dari OMT 1.

- Interviewer : emang apa sih impact yang mas agung dapatkan dari mengikuti aktifitas OMT 1?
- Interviewee : ummm mungkin keberanian ya yang aku rasain, bicara didepan umum. Aku kan awalnya individu yang kurang berani untuk berbicara didepan umum kan. Setelah ikut omt jadi lebih berani sih, jadi lebih bisa mnegatasi nervous.
- Interviewer : kira-kira mas agung inget nggak dari aktifitas apa yang memberika impact itu ke mas agung?
- Interviewee : aktifitas apa ya, kalo nggak salah kan waktu itu banak games yang mengharuskan kita berbicara didepan umum, jadi ibaratnya di jorokin gitu loh. Mau nggak mau lo harus ngomong. Setelah itu kan masih banyak aktifitas lain kaya problem solving lewat games dan lain sebagainya. Aku sebenarnya memang penen ngeboost public speaking nya bagus dan at least punya keberanian lah, dan aktifitas itu bantu aku banget.
- Interviewer : Ohh oke. Terus untuk lebih spesifiknya, ada nggak sih impact Omt 1 ke diri mas agung yang sekarang, di dunia kerja mungkin?
- Interviewee : oh ada tentunya. Kebetulan kana ku dapet job yang mengharuskan baru masuk udah ada anak buah gitu loh. Nah kalo di posisi aku sekarang emang kepake banget. Walaupun omt 1 itu Cuma skala kecil kan ya waktu itu ngomong ke sesama mahasiswa dan belum ada tanggung jawab. Dan sekarang kan kerjanya harus ngomong ke 30 sampe 40 orang dan semuanya berumur. Jadi harus punya keberanian yang besar kan ya.
- Interviewer : Untuk eksekusi program OMT 1 sendiri menurut mas Agung gimana?
- Interviewee : bagus sih menurut aku, soalnya aku dapet sih learning pointnya. Dan nggak ada masalah juga untuk waktu penyelenggaraan.
- Interviewer : okay sekarang kita lanjut omt 2 ya mas. Apa yang mas agung pahami mengenai program omt 2?
- Inerviewee : kalo omt 2 sih lebih untuk memfasilitasi semua penghuni hutan untuk papan dan pangan ya di lokasi camp.
- Interviewer : apa yang mas Agung pelajari saat itu?
- Interviewee : yang dipelajari mungkin gimana caranya manage orang sih. Waktu itu kan aku jadi ketua ya shift aku. Nah itu gimana caranya kita manage orang sih, dan gimana caranya membagi kerja antara anggota, membagi waktu juga, strategi gimana bisa masak sebanyak itu dengan waktu yang ada. Ya harus memperkirakan sendiri kan kita, atur strategu sendiri. Menarik sih.

Interviewer : kalo untuk kendala saat menjalani program ada nggak mas?  
Interviewee : kendalanya waktu itu yang pertamapasti human lah. Tapi malah kendalanya lebih ke cuaca sih waktu shift aku, karena hujan dan tempatnya camp nya kan setau aku baru jadi mungkin masih ada beberapa kendala disana dan disini

Interviewer : terus saat itu gimana mas Agung mengatasi itu?  
Interviewee : yang pertama sih komunikasi ya, antar individu dan group. Satu lagi, briefing yang jelas supaya saat menjalani aktifitas nggak acak acakan nantinya.

Interviewer : ada nggak sih mas impact dari OMT 2 ke Mas Agung?  
Interviewee : impactnya jadi mm nggak terlihat ya tapi sebenarnya kurang ngena sih. Cuma aku bisa belajar untuk lebih bisa menghargai waktu dan manage diri sendiri sih.

Interviewer : ooh gitu ya. Untuk eksekusi dari programnya sendiri gimana mas?  
Interviewee : menurut aku OMT 2 sih kurang. Soalnya gimana ya, maksud dari programnya kurang jelas menurutku. Kesannya terlalu buru-buru karena waktunya terlalus singkat untuk mempelajari sesuatu yang luas. Untuk tempat baru menurutku harus ekstra kerjanya, dan waktu nggak mengganggu.

Interviewer : oke mas. Sekarang kita pindah ke OMT 3 yaa. Mas kira-kira OMT 3 itu apa atau untuk apa sih?  
Interviewee : OMT 3 itu menurutku untuk self-development. Dengan aktifitas yang gila hehe

Interviewer : haha, gila gimana mas maksudnya?  
Interviewee : iya gila karena kita arus naik gunung dan bawa barang banyak dan belum terbiasa kan, walaupun udah tau akan ada OMT 3 sebelumnya sih, tetep aja bikin kaget.

Interviewer : memang untuk mas agung kendalanya apa waktu OMT 3?  
Interviewee : yang pertama jarak tempunya jauh banget dan bebannya juga berat. Walaupun sebenarnya aku pahamsih maksudnya untuk melatih fisik dan mental.

Interviewer : nah saat omt 3, ada kendala nggak sih dengan team dalamsatu patol?  
Interviewee : efeknya bukan ke teamwork sih tapi lebih ke gimana fisik kita. Waktu itu ada beberapa kendala dan sempat memakan waktu lama untuk bantu temen-temen yang lain yang saat itu lagi kesusahan juga. Jadi sulitnya sih, kita sendiri aja udah susah dan capek eh tapi



mau nggak mau harus bantuin peserta yang lain jugam walaupun memang ada fasilitator yang bantu sih. Tapi tetep aja masa kita nggak ikut hehe.

Interviewer : terus dari pengalaman itu ada nggak sih pelajaran yang mas Agung dapatkan?

Interviewee : dari omt 3 mungkin kalo aku pribadi leih gimana caranya komunikasi yang baik dalam situasi yang sesulit itu. Nggak jarang saat itu peserta yang emosinya nggak stabil dan naik kan, jadi disitu aku banyak belajar gimana aku harus menjaga komunikasi dengan baik agar tetap stabil supaya lancar.

Interviewer : untuk eksekusi dari kegiatannya sendiri gimana menurut mas Agung?

Interviewee : kalau emang planningnya dari awal udah kaya gitu lancar lancar aja sih, Tapi mungkin agak berat ya untuk peserta. Untuk waktu juga nggak ada masalah, dan sudah ada yang back up fasilitator dari pihak penyelenggara kan.

Interviewer : tadi kan kita sudah bahas setiap OMT ya mas. Kalau menurut mas Agung rangkairan OMT 1, 2, dan 3 secara keseluruhan ada nggak yang membuat mas Agung who you are today?

Interviewee : yaa mungkin kalo masih di seputaran dunia kampus belum terasa ya, tapi kalau di dunia kerja nanti udah mulai kerasa. Soalnya kalo di dunia kerja ka kita harus belajar berkomunikasi yang baik, ara ngatur orang, cara bicara didepan public kan semua itu nggak banyak dipelajari di kampus atau sekolah ya, jadi OMT menurut aku membantu banget untuk menjembatani ktia dengan hal-hal yang akan kita hadapi di dunia kerja nanti. Kalo aku sendiri sih bener-bener bisa ngerasain efek omt saat udah mimpin orang di dunia kerja. Mimpin orang apalagi di ibukota itu susah banget, bayangin aja mimpin banyak orang dan banya juga yang lebih senior dari aku.

## APPENDIX M: INTERVIEW TRANSCRIPT 5

Name : Nauval Feizar Farhan

Date : September 12<sup>th</sup> 2019

Time : 12.30 WIB

Location : phone interview

Interviewer : Halo mas Nauval, makasih sebelumnya karena sudah meluangkan waktu. Sebelumnya boleh perkenalkan diri dulu mungkin?

Interviewer : Hai, iya sama-sama. Nama lengkap aku Nauval Feizar Farhan, aku jurusan akuntansi angkatan 2013

Interviewee : oke, sesuai dengan persyaratan untuk interview ini, apakah mas nauval sudah menjalani rangkaian OMT 1, 2, dan 3?

Interviewer : udah dong

Interviewee : kita langsung aja ya mas. Kali ini kita bahas satu per satu dulu, mulai dari OMT 1. Apa sih yang mas pahami mengenai program ini?

Interviewer : OMT 1 yaa, yang jelas setiap OMT itu adalah obligatory activity untuk semua mahasiswa IP UII terutaman FE karena kita wajib ikut OMT 1, 2, dan 3. Training OMT 1 sendiri menurut aku lumayan familiar ya dengan outbound lain di luar sana yang kebetulan pernah aku jalani. I think OMT 1 itu bertujuan untuk membangun karakter kita yang baru masuk ke dunia perkuliahan ya. Diajarkan gimana caranya bekerjasama, berinteraksi dengan teman-teman yang lain, juga sebagai leadership training program.

Interviewee : oke, dari point-point yang mas sebutkan di atas, apakah ada dampak dari OMT 1 ke mas Nauval?

Interviewer : aku kira ada ya, beberapa dari point yang aku sebutkan memang berdampak ke aku. Kalau untuk pembentukan karakter aku kurang tau, karena aku rasa kalau karakter orang lain lebih bisa menilai aku yang sekarang gimana. Cuma aku belajar gimana untuk berkontribusi lebih baik di setiap kegiatan. Dan dari belajar berkontribusi, aku juga belajar gimana caranya jadi leader yang baik.

Interviewee : wah menarik ya mas. Boleh nggak di elaborate lagi mengenai dampak dari OMT 1 ke diri mas nauval?

- Interviewer : aku sambil cerita kegiatan dari awal boleh ya? Biar gampang juga yang jelasin. Jadi menurut aku proses belajar untuk berkontribusi itu ya diawali dengan kegiatan pertama, game paling pertama banget, yang aku lupa nama game-nya apa. Pokoknya saat itu aku males banget untuk ikut menyelesaikan setiap game dan tantangan. Tapi semakin lama di games berikutnya aku makin sadar kalau aku tetep males dan ogah kan berarti akan memperlambat proses karena seharusnya aku juga ikut berkontribusi maksimal biar temen-temen aku juga akhirnya bisa menyelesaikan misi di setiap game. Kontribusi bisa dari ide, bisa dari memperhatikan baik-baik apa yang dijelaskan fasilitator tentang game-nya itu sendiri. Kalo kita paham kan jadi nggak banyak nanya, kalo nggak banyak nanya kita jadi bisa lebih cepet buat melakukan kegiatan yang lain. Makan contohnya, hehe. Oh ya tadi kan aku nyebut tentang menyelesaikan misi ya, dari situ juga kita belajar buat memecahkan masalah atau problem solving hampir di setiap games yang dikasih sih menurut aku.
- Interviewer : kira-kira masih inget nggak mas games apa aja yang secara spesifik memberikan mas Nauval pembelajaran-pembelajaran tersebut?
- Interviewee : hmm apa ya, pokoknya saat itu diajak main game yang diminta ngelipet kain jadi sekecil mungkin biar semua kaki kita bsia naik disitu. At that time agak bingung juga gimana caranya kan ya, haha. Tapi akhirnya setelah dicoba-coba kita bisa memecahkan masalahnya. Dan yang paling berkesan banget sih aktifitas di hari terakhir waktu di danau. Disuruh bikin rakit buat dinaikin satu grup. Wah awalnya aku nggak kebayang lah ya gimana caranya bikin rakit diiket-iket sendiri dinaikin 10 orang kaya gini. Tapi ternyata bisa. Ya itu tadi, ini pembelajaran tentang kontribusi dalam sebuah grup yang bener-bener ngena menurut aku. Karena bener-bener kontribusi dari setiap anak itu berpengaruh dalam penyelesaian kegiatan dari buat rakit sampai kerjasama untuk dayung biar rakitnya mau jalan. Dari situ kalo aku pribadi juga belajar a better leadership skill karena kita nggak hanya encourage diri sendiri untuk bisa tapi juga temen-temen yang lain dan harus siap jadi contoh juga missal ada yang nggak berani melakukan sesuatu atau males untuk melakukannya.
- Interviewer : untuk eksekusi dari program OMT 1 sendiri menurut mas Nauval gimana?
- Interviewee : it was good. Nggak menemukan terlalu banyak kendala dan jadwalnya kan udah disesuaikan juga. Fasilitator saat itu juga baik dan membantu sekali menurut aku.

- Interviewer : oke baik kalo gitu kita sekarang bahas mengenai OMT 2 ya mas. Menurut pemahaman Mas Nauval OMT 2 itu apa sih? Atau ditujukan untuk apa?
- Interviewee : OMT 2 itu kayaknya lebih menekankan untuk bekerjasama yang lebih baik lagi ya. Sama tentu aja bantu masak dan menyiapkan kebutuhan baik untuk OMT 1 dan OMT 2 sendiri seperti tenda contohnya.
- Interviewer : Mas Nauval merasakan manfaat nggakd dari programnya?
- Interviewee : kalo manfaat ya pasti ada, walaupun sebenarnya aku tuh nggak begitu suka outbound. Yang pertama sih belajar jadi lebih tanggungjawab dalam menyelesaikan tugas. Partisipan OMT 2 saat masa ku kan tugasnya nyiapin keperluan OMT 1 dan OMT 2 juga. Dari nyiapin tenda sampe nyiapin makan. Jadi bisa kebayang dong gimana kalo kita nggak ada rasa tanggung jawab? Pertanggungjawabannya bukan sekedar nyelesein kerjaan tapi gimana kita bisa bikin suasana kondusif dan menyelesaikan semuanya tepat waktu karena kegiatan kita terintegrasi sama kegiatan OMT 1 juga.
- Interviewer : tadi mas menyebutkan mengenai suasana yang kondusif. Itu maksudnya yang seperti apa yang diinginkan mas?
- Interviewee : di OMT 2 kan kita bener-bener harus komunikasih nih antar satu sama lain. Informasi yang nyampe dari satu orang ke yang lain juga jangan sampe beda. Kita juga harus kerja nyelesein job desk kita dulu, baru kalo udah kelar mau bantu-bantu silakan. Tapi kan masalahnya karakter orang tu beda-beda, Ul. Ada yang males banget, ada yang rajin kebangetan, ada yang sok ngatur, ada juga yang kerja ngasal. Dari situ sih kita belajar gimana sih cara ngadpin orang-orang yang beda dengan kita atau dengan lingkungan aku sebelumnya? Kalo salah ngomong atau pake kebawa emosi kan bisa ancur ya tenda dapur haha. Jadi yah, berusaha mengerti setiap karakter orang lah ya, supaya pekerjaan jalannya lancar, komunikasi juga lancar karena kita berusaha untuk mengerti.
- Interviewer : ada lagi mungkin mas tetang OMT 2?
- Interviewer : itu aja sih, Ul.
- Interviewee : untuk eksekusi dari program OMT 2 sendiri gimana menurut mas?
- Interviewer : bagus aja, santai pembawaan programnya. Cuma yang itu tadi ya pasti ada beberapa kendala karena kita kan tanggungjawab untuk tempat tidur adik-adik kita di OMT 1, jadi kalo tendanya kegeser dikir atau ada yang bocor dikit kita harus siap siaga. Factor alam sih.

- Interviewee : untuk jadwal dan waktu penyelenggaraan sendiri ada masalah nggak mas?
- Interviewer : Enggak, kan OMT 2 waktu libur, sama kaya waktu kita OMT 1.
- Interviewee : oke kalo gitu sekarang kita lanjut ke OMT 3, ya mas. Menurut pengertian mas Nauval OMT 3 itu apa tau untuk apa?
- Interviewer : wah ini gila sih. Banyak banget cobaan waktu ikut OMT 3. Pokoknya OMT 3 kalo buat aku sih training buat mental iya, fisik juga iya.
- Interviewee : gimana cara OMT 3 melatih fisik dan mental mas Nauval?
- Interviewer : banyak. Pokoknya aku inget banget dari awal sebelum berangkat aja mental udah diuji dengan segala kepanikan dan ketidakmauan buat menjalani OMT 3. Jujur takut banget denger cerita-cerita yang bilang OMT 3 serem. Tapi waktu dijalani ya emang berat, berat jalannya juga berat banget rasanya waktu itu buat mikir positif.
- Interviewer : boleh diceritakan mas pengalaman OMT 3 nya?
- Interviewee : buat aku sih kalo OMT 2 kan gimana caranya kita ngerti sikap temen-temen diliat dari kerjaan, kalo OMT 3 itu belajar jadi orang lebih peka aja sama lingkungan. Nggak cuma sama temen tapi juga dengan alam sekitar. Gimana caranya kita menikmati tapi juga menjaga yang ada di sekitar kita. Gimana caranya memanfaatkan apa yang ada untuk nolong diri kita sendiri. Yaa gitu deh pokoknya.
- Interviewer : tadi kan Mas bilang kalau OMT berat untuk menjalani juga berat untuk berpikir positif. Kenapa bisa gitu mas?
- Interviewee : soalnya gimana ya, kita kan capek banget jalan jauh. Terus liat temen-temen kadang ada yang ngerengek minta tolong ini itu. Eh masih kepikiran besoknya harus jalan lagi. Hadeeh capek banget pokoknya. Makanya aku bilang aktifitas ini ngelatih mental sama fisik juga. Tapi ya mungkin aku nggak begitu maksimal karena lagi-lagi harus aku tekankan kalau aku kurang suka outbound. Tapi ya nggak terus jadi useless gitu loh ya. Tetep ada lah pasti pembelajaran dari pengalaman.
- Interviewer : pembelajaran apa yang mas Nauval dapatkan?
- Interviewee : emm kaya yang aku bilang tadi kurang lebih, jadi lebih peka sama keadaan sekitar. Mau itu temen kita sendiri, maupun dengan alam dan warga sekitar kalo sempat berpapasan di jalan. Dari kepekaan itu sih yang aku rasain aku jadi lebih peduli ya sama temen-temen, walaupun kadang nggak bohong juga kalau ada yang bikin emosi. Tapi aku rasa karena kita jalaninnya bareng-bareng aku jadi nggak begitu bodo amat sekarang. At least aku akan bantu sebisa aku, atau

ya kalo nggak bisa bantu apa-apa aku bantu dengerin keluh kesahnya aja, haha.

Interviewer : ooh jadi bisa dibilang jadi timbul rasa empati ya mas?

Interviewee : nah iya bisa dibilang empati. Apalagi waktu itu kan banyak yang baru pertama naik gunung termasuk aku, jadi ya gitu kita coba saling mengerti keadaan satu sama lain dan bantu sebisa mungkin. Kalo sekarang sih karena baru awal-awal kerja ya berusaha jadi orang yang mau mendengarkan dan sharing sama temen-temen yang lain juga.

Interviewer : mas, kalau untuk eksekusi program OMT 3 sendiri gimana sih menurut mas?

Interviewee : maksudnya ada kendala atau enggak gitu ya?

Interviewer : kurang lebih seperti itu. Atau mungkin mas Nauval punya unek-unek mengenai eksekusi programnya?

Interviewee : juju aja sebenarnya mungkin itu udah baik ya. Tapi kok aku rasa risky banget untuk beberapa orang. Waktu itu ada temen aku sampe pingsan dan akhirnya harus diistirahatkan. Takutnya nih walaupun udah ada tim medis juga namanya naik gunung kan resikonya tinggi. Tapi aku bersyukur karena fasilitatornya supportive dan nggak rese, jadi itu sangat membantu.

Interviewer : oh gitu ya, jadi menurut mas Nauval seharusnya gimana?

Interviewee : seharusnya ya mungkin setiap tahunnya harus ada evaluasi dan lebih baik dari yang sebelumnya, terutama untuk masalah safety. Jadi harus diperketat misal harus pake sepatu A ya sepatu A. Terus anak-anak nih kalo bisa semua diharuskan medical check-up dulu sebelum OMT, terutama OMT 3.

Interviewer : terus kalau untuk waktu penyelenggaraan gimana mas?

Interviewee : aku sih nggak masalah selama masih diurus IP dan ini kan emang program wajib.

Interviewer : okay then. Nah mas, OMT 1, 2, dan 3 kan saling berkaitan. Kalau untuk program OMT keseluruhan nih mas, kira-kira impact-nya apa untuk Mas Nauval?

Interviewee : yang paling jelas sih dari gabungan OMT 1, 2, dan 3 itu kan setau aku rangkaian training dan menurut aku apa yang udah dipelajari dari OMT bisa dipakai di OMT 2 begitu pun seterusnya sampai kita kerja. OMT ngajarin aku jadi manusia yang lebih independent sih. Jadi sekarang nih aku kalo lagi capek banget kerja, mikirnya biasanya kaya, wah masa dulu jalan di gunung 5 hari sanggup gini

aja loyo. Yaa pokoknya jadi nggak manja lah intinya, berusaha ngerjain apa-apa kalo bisa sendiri ya dikerjain sendiri.

Interviewer : mmm gitu ya, ada lagi mungkin mas?

Interviewee : harus ada lagi nih? Haha

Interviewer : kalau memang sudah boleh kok mas, siapa tau tadi mau ada tambahan.

Interviewee : ya kurang lebih itu aja. Sama terutama waktu OMT 1, 2, dan 3 diajarin jadi orang minimalis. Jadi sekarang lumayan lah ilmunya. Kaya gimana ya, jadi bisa memilah apa yang bakal dibutuhin. Jadi harus planner yang levih baik juga kan berarti, biar waktu mau melakukan ini itu, barangnya cukup. Gitu aja sih. Udah.

Interviewer : kalau gitu kita cukupkan aja dulu ya mas ngobrolnya hari ini. Sekali lagi terima kasih banyak sudah mau ditanya-tanya dan mengorbankan waktu istirahatnya.

Interviewee : santai aja. I'm happy to help. Good luck.



## APPENDIX N: INTERVIEW TRANSCRIPT 6

Name : Altriza Rusydina

Date : September 15<sup>h</sup> 2019

Time : 09.00 WIB

Location : phone interview

Interviewer : Halo mba Dina, gimana kabarnya?

Interviewee : baik, Alhamdulillah.

Interviewer : sebelumnya terima kasih banyak ya mba karena sudah meluangkan waktunya untuk berpartisipasi. Boleh mengenalkan diri lebih lengkap untuk direcord mba?

Interviewee : iya, sama-sama Aulia. Nama Aku Altriza Rusydina, biasa dipanggil Dina. Aku alumni IP UII jurusan Manajemen angkatan 2013.

Interviewer : oke mba Dina. Untuk memastikan, mba Dina udah pernah mengikuti OMT 1, 2, dan 3 kan?

Interviewee : udah dong.

Interviewer : kalo gitu ktia langsung aja ya mba. Menurut mba Dina, program OMT 1 itu apa atau untuk apa sih?

Interviewee : waduh, haha. Yang aku tau sih of course itu outbound untuk mahasiswa baru di IP UII. Mungkin buat self-development.

Interviewer : self-development yang seperti apa itu mba? Mungkin bisa diceritakan berdasarkan pengalaman mba Dina

Interviewee : kita kan istilahnya masih piyik waktu masuk kuliah, jadi diajarkan buat sosialisasi, buat komunikasi sama temen-temen disana, main game sambil diskusi, sama emm... apa lagi ya? Diajarkan jadi pede kali ya, soalnya waktu itu kan harus ngomong ngasih ide sama waktu de brief yang buat lingkaran sama fasilitator itu kan ditanya learning point dari kegiatannya gitu deh.

Interviewer : ngomongin masalah learning point, kira-kira ada nggak mba learning point ata mungkin pembelajaran dari mba Dina sendiri dari OMT 1?

Interviewee : ada sih, ya itu tadi yang aku sebutin tu yang paling aku inget aja. Kaya belajar jadi pede misalnya. Ya aku waktu OMT 1 belajar buat



- ngomong ngasih ide ke tementemen grup ku, buat pede ber-aspirasi gitu deh.
- Interviewer : oh gitu ya, kalo boleh tau emang saat main game atau kegiatan apa itu mba?
- Interviewee : wah banyak kalo disebut aku nggak inget. Pokoknya yang paling aku inget de brief, itu kan kalo satu orang ngomong, yang lain fokus ke satu orang itu doing ya. Jadi dulu pas masih maba kan paling nggak mau disuruh ngomong kaya gitu. Tapi karena de brief nya beberapa kali dan sebelum-sebelumnya udah mulai akrab sama-temen-temen jadi ya lama-lama pede. Agak harus dikasih dorongan juga sih kalo aku dulu biar mau ngomong. Pake di toel fasilitator dulu baru bersuara.
- Interviewer : gitu ya... ada lagi mungkin yang mau diceritain mba?
- Interviewee : emmm ada kayaknya. Waktu itu lagi main game di danau disuruh rakit perahu apa getek gitu pokoknya dari bambu. Itu salah satu moment paling unbelievable dan membanggakan, hahaha. Soalnya baru pertama kali coba bikin kaya gitu dan baru belajar nali nali juga. Jadi seru.
- Interviewer : Kalau untuk kegiatan itu sendiri kira-kira mba ada sesuatu nggak?
- Interviewee : oh iya, jadi waktu itu kan hari terakhir dan udah mulai berani lah ya ngomong sama temen-temen sendiri. Dan apa lagi bangun rakit itu kan susah susah gampang tapi harus fokus dan serius. Jadi ya udah deh aku coba bantu buat cari tau gimana caranya buat tali ini itu, bikin taktik biar pengerjaannya cepet, dan lain sebagainya. Pokoknya gimana caranya biar itu beres, semua aman. Udah kaya mandor aja ya aku ngomongnya, maksudnya bareng-bareng kita kaya gitu. Tapi dari situ aku ngerti sih kontribusi satu orang di dalam sebuah tim itu penting banget banget. Jadi aku coba lah semaksimal mungkin.
- Interviewer : oh iya mba kalau untuk eksekusi program OMT 1 sendiri menurut mba Dina gimana?
- Interviewee : baik sih, seingetku waktu shift aku lancar-lancar aja sih UI. Pokoknya dari kumpul di terminal bareng, terus makan, naik angkot, jalan, terus main main game nya menurut aku asik asik aja semua. Fasilitator juga baik dan membantu.
- Interviewer : kalau untuk waktu penyelenggaraan gimana mba?
- Interviewee : nggak ada masalah kan waktu itu lagi liburan dan aku tinggal di jogja juga. Jadi aman.
- Interviewer : oke, kalo gitu kita lanjut ke OMT 2 ya mba. Menurut pengertian mba Dina, OMT 2 itu untuk apa sih?

- Interviewee : the most fun one, karena kita masak-masak aja kerjanya. Pokoknya yang aku inget aku tugasnya masak buat semua temen-temen OMT 1 juga. Mungkin untuk berbagi kali ya, belajar melayani orang lain. Mungkin ya.
- Interviewer : ooh gitu berarti masak masak aja ya mba waktu itu?
- Interviewee : kalo aku sih kebetulan dapet bagian masak. Tapi ada juga yang lain yang bantu pasang tenda, jadi penanggungjawab kesehatan yang bawa bawa P3K gitu, sama yang lainnya lagi aku lupa.
- Interviewer : saat kegiatan masak masak itu ada berapa orang mba?
- Interviewee : wah banyaaaaak. Kayaknya sebagian besar masak deh soalnya kan masak buat sekampung.
- Interviewer : ada kendala nggak sih mba dengan banyaknya orang di dapur?
- Interviewee : kendalanya juga banyak. Nggak jarang juga kita seilish pendapat masalah gimana cara masak nasi, gimana cara bikin bumbu kuning, ada juga temen-temen yang malah tiduran bikin emosi.
- Interviewer : wah boleh diceritakan lebih lanjut nggak mba? Mungkin sambil ditambain gimana mba dina meniasati keadaan itu
- Interviewee : it's going to be a long story. Cara meniasati temen-temen yang berargumen tentang bumbu-bumbuan atau cara masak ya dengan berunding, dengan diskusi, dan dengan ngasih satu per satu kesempatan. Kalo aku dulu sih misalnya nasi udah pake idenya si A, ternyata nggak berhasil ya nanti atau besoknya coba pake ide B. atau misal masak nasi udah pake ide B, giliran nanti bumbu bumbu yang lain pake ide si C. Biar adil aja jadinya.
- Interviewer : mba Dina nggak apa-apa kalau ternyata masakannya kurang enak?
- Interviewee : ya nggak apa-apa namanya juga banyak tangan. Yang penting kan kita coba ngertiin aja lah ya, kalo nggak coba mengerti satu sama lain susah. Belajar ngerti karakter orang. Sama yang penting orang-orang yang mau ngasih ide juga mau tanggungjawab dengan kerjanya. Jangan cuma nyuruh terus ilang.
- Interviewer : emang ada mba yang kaya gitu?
- Interviewee : ada beberapa, tapi ya kalo sama aku sih tak ingetin. Kan ini langi nggak di rumah, kita kerja ya bareng-bareng.
- Interviewer : how did you deal with that?
- Interviewee : ya itu tadi, sabar. Coba buat ngajak ngobrol aja sih, coba buat ngerti juga kenapa dia kaya gitu. Setiap orang kan karakternya beda-beda, dari siru bisa belajar buat kenal dia juga.

- Interviewer : terus untuk kegiatan atau masalah yang lain gimana mba?
- Interviewee : untuk kegiatannya seru aja buat aku, tapi ya itu namanya di hutan kan beda sama masak di rumah. Apa lagi waktu itu masaknya untuk banyak orang, jadi harus di sesuaikan lagi takarannya. Pokoknya waktu itu aku berusaha adaptasi dulu lah sama lingkungan. Apa yang bisa aku manfaatkan saat itu.
- Interviewer : jadi mba belajar untuk beradaptasi dengan perubahan ya?
- Interviewee : bisa dibilang gitu. Jadi sekarang aku udah lumayan bisa menempatkan diri dimana aja. Walaupun waktu OMT 2 itu cuma 3 hari tapi dibantu dengan pengalaman OMT 1 dan 3 juga jadi it makes me easier to adapt with new places and environment now. Soalnya kenapa ya, kan waktu OMT apalagi yang ke-3 itu berat banget, jadi yah I'm grateful for the experience.
- Interviewer : hmmm oke oke. Untuk eksekusi program gimana mba?
- Interviewee : bagus sih semuanya, tapi kayaknya kurang maksimal yah.
- Interviewer : kurang maksimal dibagian mana mba Dina?
- Interviewee : kayaknya kan banyak seharusnya yang bisa kita dapat. Aku sih takutnya karena durasi pendek, temen-temen jadi beranggapan kalo OMT 2 itu nggak lebih dari masak-masak.
- Interviewer : emang ada yang beranggapan gitu?
- Interviewee : Cuma berasumsi aja sih aku, tapi I think kalo durasinya lebih panjang pasti temen-temen lebih bisa memaknai tujuannya. Atau mungkin metodenya diganti atau gimana.
- Interviewer : untuk waktu penyelenggaraan gimana mba?
- Interviewee : kan sama aja kaya OMT 1 ya, jadi nggak ada masalah sih waktu liburan juga.
- Interviewer : oke, sekarang kita bahas tentang OMT 3 ya mba. Apa yang mba Dina pahami mengenai program OMT 3?
- Interviewee : ini sih latihan mental iya, diuji fisik iya. Buat mengembangkan diri lah ya, tapi lewat kegiatan fisik juga.
- Interviewer : ada nggak sih mba pengaruh dari OMT 3 ke mba Dina?
- Interviewee : ada nggak yaa... ada. Ini training bikin aku nggak percaya kalo aku bisa nyelesin semuanya. Bawa barang baawan aku sendiri, masak makanan aku sendiri, semua jadi satu.
- Interviewer : kenapa nggak percaya mba?

- Interviewee : karena awalnya aku udah skeptis sama diriku sendiri kan, emang aku bisa? Emang kuat? Eh ternyata bisa. Bikin aku jadi tough.
- Interviewer : boleh di elaborate nggak mba, 'tough' disini maksudnya dalam hal apa?
- Interviewee : tough dalam menghadapi kerjaan yang berat, dalam menghadapi ujian. Sekarang kalo ada kerjaan berat aku bandingin dan inget-inget jaman kuliah ikut OMT 3 bisa. Sekarang berarti harus nantang diriku untuk kerja lebih keras. Karena gimana ya, aku jadi tau gimana puasny kalo satu hal yang kita kira berat banget awalnya, berhasil dilalui.
- Interviewer : boleh tau nggak mba, di saat seperti apa mba Dina jadi inget perjuangan waktu OMT 3?
- Interviewee : mostly waktu cari kerjaan seakrang sekarang ini sih. Jadi lebih tahan banting aja gitu, nggak gampang mundur.
- Interviewer : untuk eksekusi program OMT 3 menurut Mba Dina gimana?
- Interviewee : nah ini ya, aku rasa harus lebih dipedulikan lagi masalah safety, karena kayaknya fasilitator kurang ketat waktu minta kita untuk harus pakai atribut tertentu. Takutnya kan kita-kita yang pertama kali trekking jauh malah kesusahan.
- Interviewer : untuk waktunya sendiri gimana mba?
- Interviewee : aku nggak ada masalah sih, kan udah diurus IP masalah jadwal kuliah. Nggak ngaruh ke nilai juga.
- Interviewer : nah mba, kan OMT 1, 2 dan 3 itu saling terkait ya. Menurut mba Dina ada nggak sih impact dari rangkaian training ini ke diri mba Dina yang sekarang?
- Interviewee : of course. Kaya yang udah aku sebutin tadi tuh, aku jadi lebih berani dalam mengabil tindakan. Lebih nekat. Walaupun misalnya awalnya keliatan berat banget even aku rasa mungkin nggak nggak bisa, tapi gas aja. Toh nanti kalo berhasil aku juga yang seneng.