

MYLead: Malaysian Young Leaders
(MYLead: Pemimpin Muda Malaysia)

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ABSTRACT

MYLead: Malaysian Young Leaders aims to train students and give them the opportunity to share their knowledge with other students. This programme aims to develop students' talent and courage to work in a team, take instructions, and make quick decisions that are appropriate to life at university and in the working world. This approach can improve and strengthen the mindset of the younger generation, who will be leaders in the future. This programme is considered important because it can strengthen the brotherhood between students who are considered future leaders. The programme targets future leaders, such as high school students, and uses high school students as facilitators to provide information to achieve programme goals. A total of 159 students were distributed across five schools to ensure the success of the program. We received positive feedback from both students and teachers. The programme features fun activities such as ice-breaking and group training based on key leadership skills (TCLC). Students can also get out of their comfort zone to become more courageous and gain leadership skills. This programme can enhance students' understanding of the spirit of collaboration, leadership skills, and the open-mindedness they need as future leaders.

Keywords: Leadership, Teamwork, Future Leader

ABSTRAK

MYLead: Pemimpin Muda Malaysia bertujuan untuk melatih pelajar dan memberi mereka peluang untuk berkongsi pengetahuan mereka dengan pelajar lain. Program ini bertujuan untuk mengembangkan bakat dan keberanian pelajar untuk bekerja dalam satu pasukan, mengambil arahan, dan membuat keputusan pantas yang bersesuaian dengan kehidupan di universiti dan di dunia pekerjaan. Pendekatan ini dapat menambah baik dan mengukuhkan minda generasi muda, yang bakal menjadi pemimpin pada masa hadapan. Program ini dianggap penting kerana dapat mengeratkan ukhuwah antara pelajar yang dianggap bakal pemimpin. Program ini mensasarkan pemimpin masa depan, seperti pelajar sekolah menengah, dan menggunakan pelajar sekolah menengah sebagai fasilitator untuk memberikan maklumat untuk mencapai matlamat program. Seramai 159 pelajar telah diagihkan di lima buah sekolah bagi memastikan program tersebut berjaya. Kami menerima maklum balas positif daripada pelajar dan guru. Program ini menampilkan aktiviti yang menyeronokkan seperti ice-breaking dan latihan kumpulan berdasarkan kemahiran kepimpinan utama (TCLC). Pelajar juga boleh keluar dari zon selesa mereka untuk menjadi lebih berani dan memperoleh kemahiran kepimpinan. Program ini dapat meningkatkan pemahaman pelajar tentang semangat kerjasama, kemahiran kepimpinan, dan keterbukaan minda yang mereka perlukan sebagai pemimpin masa depan.

Kata kunci: Kepimpinan, Kerja Berpasukan, Pemimpin Masa Depan

BACKGROUND OF THE PROGRAM

My Lead: Malaysian Young Leaders aims to train students and give them the opportunity to share their knowledge with other students. The program also aims to develop students' talent and courage to work in a team, take direction, and make quick decisions suitable for life at university and in the world of work. This program has been inspired by several objectives, which are to strengthen bilateral relations and apply leadership practices among teenagers, especially students of higher education institutions and high school students. This approach has improved and strengthened the minds of the younger generation, who will become leaders in the future. The program targets future leaders, such as high school students, and uses university students as facilitators to provide information to achieve the program's goals. A total of 159 university students from five schools SMK Ayer Keroh, SMK Iskandar Shah, SBPI Selandar, SMK Datuk Bendahara, and SMK Sungai Rambai participated in the program. The feedback findings were positive, with 538 participants and more than 15 teachers responding favourably. The program features fun activities such as ice-breaking and group exercises based on key leadership skills (TCLC). Students have also stepped out of their comfort zones to be more daring and gain leadership skills. This program can improve students' understanding of the spirit of cooperation, leadership skills, and open-mindedness they need as future leaders.

MENTOR AND MENTEE

MYLead: Malaysia Young Leaders, which was held on June 10, 2023 (Saturday), was inspired by the Club Facilitator Sahabat Siswa (FaSaSi) and the students at the Technical University of Malaysia Melaka (UTeM). This club operates within the leadership domain, aiming to enhance the critical thinking abilities of undergraduates and students the future leaders. In response to the government's 'Young Generation of National Leadership' initiative, the club has launched the MYLeaders programme. This initiative is designed to foster leadership qualities in students by involving university students as facilitators and high school students as participants, ensuring mutual benefits and comprehensive development. This perspective has received support from the Club Advisor, Puan Hadibah Binti Tahir, and five counselling teachers from SBPI Selandar: SMK Iskandar Shah, SMK Datuk Bendahara, SMK Ayer Keroh, and SMK Sungai Rambai. All parties agree with the goal of educating students and giving them the opportunity to teach other students. A young leader must have the ability and courage to work as a team, follow instructions, and make quick decisions. Strategies aimed at enhancing and refining the thinking of the young generation, who are future leaders, can strengthen their leadership capabilities. This programme is important because it can foster a spirit of brotherhood among students who are seen as potential future leaders. Therefore, this program

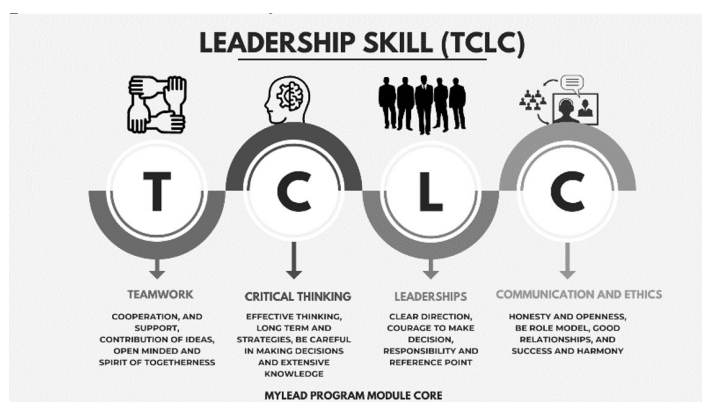


FIGURE 1. Essential leadership skills are the core of the group training module for the MYLead program

focuses on various factors and skills essential for group activities.

MYLeaders involves two tiers of students: university students as facilitators (mentors) and secondary students as participants (mentees). The

university students, who constitute the first tier, have undergone training to develop leadership qualities, which they practice while executing the program. These students are organised into groups, with each group assigned to one of the five schools where the

MYLeaders program is simultaneously conducted. Each group operates independently to manage the program at their respective school. Thus, students can practise leadership skills according to aspects of teamwork, critical thinking, leadership, communication, and ethics. Secondary students have also been exposed to essential leadership skills such as teamwork, critical thinking, leadership, communication, and ethics. Organisers have considered various factors to maximise the impact on participants and ensure that the objectives are achieved. Club advisors, who also serve as mentors, are responsible for preparing training modules for the group and overseeing the completion of the MYLeaders program. Every activity that is prepared and implemented has gone through a process of discussion and agreement between the counselling teacher and the group management, considering the main problems and focus of this programme. In this process, we have emphasised that the program's approach is fundamentally based on school leadership. We maintain that this leadership foundation is crucial and requires further enhancement to cultivate future young leaders. This initiative aims to develop and strengthen the critical thinking abilities of undergraduates and students, who represent the next generation of leaders. Each school faces unique challenges and has specific groups of students who are concerned; accordingly, we have tailored a module for the mentees and adapted it to the preferences of the teachers at each school.

LOCATION SELECTION

The selection of the location for this program was based on discussions and agreements by the schools, with a set date of June 10, 2023. Consequently, MYLeaders has been implemented in five different locations in Melaka: SMK Sungai Rambai, SMK Ayer Keroh, SMK Datuk Bendahara, SMK Iskandar Shah, and SBPI Selandar (Fully Residential School).

MODULE

The core modules for the leadership program will cover key topics that are important in developing leadership skills. The program has implemented four cores that are given priority in covering the aspects of good leadership. Aspects of learning style are seen through the context of student learning, which includes the application and use of learning styles such as visual, auditory, and kinesthetic. The aspect of motivation can be seen through the elements found in student motivation, which

involve intrinsic motivation and extrinsic motivation. The four core modules applied are teamwork, critical thinking, leadership and communication and ethics (TCLC). This can strengthen leadership and form better future leaders. The determination of this module has gone through several stages of discussion with the coordinator or teacher at each school. Teacher feedback typically indicates that 50% to 70% of high school students do not master these four core leadership characteristics.

Teamwork - The teamwork module in the student leadership program is a strategic learning plan to develop leadership potential and social skills among students. The aim is to shape future leaders who can collaborate, communicate, and overcome challenges effectively. Through this module, students will engage in a variety of challenging group activities, such as collaborative projects, simulation games, and creative assignments. This will help them understand the importance of teamwork, how to motivate team members, and how to manage conflicts that may arise. In addition, the module emphasises personal reflection and self-assessment, allowing students to identify their strengths, areas of development, and how they can contribute maximally to the team. Through individual coaching sessions, students will receive specific guidance that will help them overcome personal obstacles and reach their full potential as leaders. It is also important to include case studies that illustrate real-life situations where leadership and teamwork are key to success. This will give students an idea of how the theory can be applied in a real-world context. Overall, the teamwork module in the student leadership program serves as a vehicle for developing the social, collaborative and leadership skills needed to face future challenges. Focusing on active learning and reflection, this module lays a solid foundation for the holistic growth and development of young leaders. An example of such an activity is placing a pen into a bottle using a string, which underscores the importance of teamwork.

Critical Thinking - The critical thinking module in the student leadership program is an important tool designed to develop analytical, evaluative, and problem-solving skills in students. The purpose is to train students to be leaders who are not only able to make decisions based on facts and data but are also able to understand the long-term implications of those decisions. In this module, students will learn to identify assumptions, gather information from various sources, and critically evaluate arguments. They will be invited to dig deeper, challenge existing views, and find innovative solutions to complex problems. Discussion activities, case study analysis, and debate will facilitate

the development of these abilities. In addition, this module will promote the ability to think reflectively, which is an important characteristic of a wise leader. Students will be taught to reflect on their experiences, identify what they learned from each situation, and apply what they learned in a wider context. This module may also include simulations of controversial or conflicting situations that require in-depth analysis and decision-making based on mature judgment. By honing critical thinking skills, students will become leaders who are more informed, analytical, and able to see issues from multiple points of view. The critical thinking module in the student leadership program is a valuable investment to produce a generation of leaders who can face complex challenges with innovative and factual solutions. For example, activities based on the critical thinking module are the "fashion show" and "value our group" activities that train students to come up with creative ideas in carrying out assignments.

Leadership - The leadership module in the student leadership program is an important foundation for developing effective and influential leadership candidates among students. This module is designed with the aim of giving participants a deep understanding of the essence of leadership, the skills required, and the ethical values that should be applied in leadership roles. First, this module introduces the meaning and importance of leadership. Participants will understand that leadership involves more than just commanding but also inspiring, motivating, and guiding group members. They will be invited to reflect on the role of a leader in shaping direction and creating a positive impact. Furthermore, this module discusses various essential leadership skills. Communication skills will be the focus, where participants will learn how to speak clearly, listen empathetically, and communicate effectively with a wide variety of people. Collaboration skills are also emphasised, teaching how to build strong teams, facilitate collaboration, and use individual strengths in groups. Transformational leadership will also be introduced in this module. Participants will understand the concept of how leaders can inspire positive change through example, strong vision, and drive to reach their best potential. This will help the participants understand that a leader not only gives instructions but also motivates their team members to achieve exceptional performance. This module is typically applied to activities that require leadership. Participants are tested on their ability to manage challenging group members, tasks, and environments. A person's skills are showcased through their handling of group members using diverse approaches and methods.

Communication and ethics - A particular focus

on communication and ethics is outlined, emphasising the need for future leaders to have strong communication skills and unwavering integrity. This module aims to form leaders who can communicate effectively, build relationships, and act with integrity in various challenges. Participants learn the essence of effective communication, including listening skills and the application of ethical values in the digital world. Case studies and simulations show how communication and ethical skills can overcome conflict, foster collaboration, and inspire positive change. This module plays an important role in shaping leaders who can navigate a dynamic world with confidence, influence, and positive spirit. It emphasises the importance of leaders making decisions based on integrity and considering the well-being of group members. Through case studies and simulations, participants practice applying concepts in real-world situations, develop leadership skills and face challenges. The module concludes with participants reflecting on their leadership development, exploring how to use the skills learned, overcome obstacles and lead with confidence. The goal is to equip participants to be effective, ethical, and influential leaders who are able to lead with confidence in school and community environments. This module often includes the 'broken radio' activity, where participants are given a sentence to pass along until it reaches the last participant. This exercise teaches the importance of communication within an organisation and the need to maintain a positive attitude in any situation.

The conclusion regarding the core modules of the leadership program is succinct. The module covers four main topics: teamwork, critical thinking, leadership and communication, and ethics (TCLC). By focusing modules on these aspects, the leadership programme aims to develop holistic leadership skills and provide opportunities to improve the quality of future leaders. By emphasising learning in teamwork, critical thinking, effective leadership, communication, and ethical aspects, programme participants are expected to become more effective, responsible, and ethical leaders.

ACTIVITIES

MyLeaders has tailored its approach by offering diverse activities at each school, which have been carefully reviewed by the counselling teacher and the club advisor. These activities are designed based on past experiences, developmental goals, and interactive discussions between university students and teachers. Among the activities that have been carried out are ice-

breaking, 'This World Only for My Circle', 'Cardboard Letters', 'Guess My Origin', 'Stand together, break apart', 'Magic Rope', 'Let's Count', 'Guess It', 'proverb sketches', 'Fashion Design', 'Guess Who I Am', 'Ping Pong Bridge', 'Explorace', 'Puzzle XOXO', 'Chains of Fire', 'Pipe Tower' and at the end of the session, a "Sharing is caring" session was held to express reflection and activity findings. This session includes a segment dedicated to promoting the university and sharing insights into university student life, providing high school students with valuable exposure. Below is a tentative overview of the activities planned for each school.

SMK Iskandar Shah

MYLeaders began at 8:30 AM with an opening by the Senior Curriculum Assistant, followed by an ice-breaking session to help students get acquainted and divide into nine groups. At 9:45 AM, the program continued with a training session for group 1 titled 'This World Only for My Circle'. Each group is given tools to do creative activities. The program includes a short breakfast break, followed by a training session in group 2 titled 'Cardboard Letters'.



FIGURE 5.1.1. A group photo session with guests after the programme



FIGURE 5.1.2. Photos capture the participants engaging in group exercises during the activity

Each group was tasked with creating shapes from cardboard pieces. This was followed by a training session in another group of two, titled 'Guess My Origin.' At 1:15 pm, there was a break for rest and prayer, which lasted until 2:20 pm. During this time, a special session was held for non-Muslim students. The students then returned to the hall at 2:15 pm, and the training session for Group 4 commenced at 2:30 pm. This session included various creative activities and was followed by a 'Sharing is Caring' session at

3:25 pm, which focused on a group debate. The closing ceremony created a lively atmosphere, featuring a speech by the Principal of SMK Iskandar Shah, who also officiated the closing of the MYLeaders program.

SMK Ayer Keroh

The programme involved 41 Ayer Keroh National High School students, guided by 26 facilitators. At school, the facilitator prepares the assembly, and registration

of participants begins. The ceremony begins with words from the protocol bureau and a prayer from the programme director. The programme activity starts with ice breaking, followed by a refreshment slot and a team module, 'Stand together, break apart', which involves forming groups with logos and "cheers". The 'Magic Rope' leadership module requires participants to

form shapes based on instructions without any verbal communication. In the critical thinking training group titled 'Let's Count,' participants engage in activities that involve counting and quick responses. The 'Guess It' communication slot challenges participants to describe a word and have others guess it.



FIGURE 5.2.1. Group photo session with guests after the programme



FIGURE 5.2.2. Photos capture the participants engaging in group exercises during the activity

Exercises in the etiquette group "proverb sketches" involve acting out proverbs and guessing them. The "Fashion Design" activity requires groups to make clothes from paper and run the runway. The last slot, "Sharing is Caring," focuses on reflection and creativity. The closing ceremony began with a corporate video and programme montage. Continued with a prayer and speech from the programme director, followed by the presentation of certificates and souvenirs. The program ends at 2.30 p.m., and the facilitator returns to the university.

SMK Datuk Bendahara

The programme involved 61 students from SMK Datuk Bendahara, guided by 20 facilitators. The committee members gathered and went to SMK Datuk Bandahara. Programme directors and other bureaus have arranged food and logistics. The programme started with the inauguration by Fatin Nur Athirah's protocol bureau and prayer by Muhammad Isyraf. SMK Datuk Bendahara counselling teacher, Mr. Zaidi, officiated the ceremony. Accordingly, the filling bureau conducted an 'Ice Breaking' session followed by an exercise in Group 1 titled 'Guess Who I Am'.



FIGURE 5.3.1. Group photo session with guests after the programme



FIGURE 5.3.2. Photos capture the participants engaging in group exercises during the activity

The programme proceeded with training activities in Group 2, titled 'Ping Pong Bridge,' aimed at boosting the students' morale. This was followed by a refreshment break and further training in Group 3, 'Collaborative Drawing.' Subsequently, the 'Explorace' activity began, featuring several checkpoints managed by facilitators, which included games and emotional discussions. After 'Explorace,' the 'Sharing is Caring'

segment emphasised the relationship between the university and its environment with the students. The closing ceremony included the presentation of certificates to the participants by Programme Director Nur Siti Khadijah and Mr. Zaidi from SMK Datuk Bendahara. The programme concluded with the committee members clearing the area and returning to the university.



FIGURE 5.4.1. Group photo session with guests after the programme.



FIGURE 5.4.2. Photos capture the participants engaging in group exercises during the activity

SBPI Selandar

The program involved 158 students from SBPI Selandar, whom 27 facilitators guided. The opening ceremony took place in the surau and included the presentation of the UTeM corporate video and introduction. Miss Amira delivered a leadership talk, which was followed by a second lecture session on 'bullying' led by Ustaz Soud bin Abdul Majid. The first group activity, titled 'Caterpillar,' was conducted and concluded with a reflection session.

The schedule began with an ice-breaking session, followed by training for Group 1 at noon. Lunch was served in the hall with the supervising teacher, followed by congregational prayers. The refreshment slot featured 'Girls in the Mirror,' led by the filling bureau, and then Group 2 participated in 'Puzzle XOXO' training. Due to the positive response, training for this group was extended and concluded with a reflection session. There were injuries during Group 2's training, but the medical bureau promptly addressed them. Group 3 engaged in the 'Chains of Fire' exercise, which was also followed by a reflection session. The

'Sharing is Caring' slot included speeches about the university and leadership. The program concluded with a closing ceremony where prizes, collaboration certificates, and souvenirs were distributed. The event ended with a photo session with participants before packing up and returning to the university.

SMK Sungai Rambai

The program engaged 178 students from SMK Sungai Rambai with guidance from 26 facilitators. At the school, facilitators coordinated the procurement of goods and technical systems. The program commenced with an introductory session, followed by a video presentation about UTeM and a video introducing the facilitators. An 'Ice Breaking' session initiated interaction among participants, succeeded by the first refreshment break in the school hall. Subsequently, the training sessions were conducted in four groups to boost the participants' morale. Preparations for the closing ceremony were made, and participants were escorted to the venue. The program concluded with a video montage showcasing the event's highlights and a photo session.



FIGURE 5.5.1. Group photo session with guests after the programme



FIGURE 5.5.2. Photos capture the participants engaging in group exercises during the activity

PROGRAM IMPACT

To evaluate the impact of the MYLeaders program, we have collected relevant data and information to assess the positive impact achieved by the program. Here are some aspects that need to be considered and measured in evaluating the impact of leadership programmes:

Leadership

This program aims to cultivate leadership skills in students by dividing them into groups, where each individual is tasked with leading the implementation and distribution of tasks. Organised and collective efforts will demonstrate the effectiveness of individual leadership in producing results. The application of this element of leadership gives students exposure to the basics of being a leader as well as the process of managing an activity as a leader.

Teamwork

The experience of making the event successful has provided each member with valuable insights into managing similar programs, particularly those involving the community. Starting from the paperwork to the implementation stage of the programme, group members will not only be able to gain experience in managing an event; in fact, the knowledge that has been acquired will allow all members to hone their talents in managing an event, for example, in relation to quality communication. This light-hearted attitude helped a lot in making the event a success. A spirit like this is an example that should be applied to the community to foster unity and help each other in everyday life.

Critical Thinking

Through this programme, a spirit of cooperation among students can be formed, especially during activities. All necessities, such as equipment and food, throughout the ceremony have been arranged and distributed by members voluntarily without having to wait for instructions. Critical thinking has been used to think about all the things that will be faced and how all problems will be dealt with well. Students were tested on how to control an uncontrollable situation by doing things that attract the attention of other students and convey information and instructions. A clear strategy for leading a group or organisation requires a leader who is smart enough to make decisions or give instructions. Leaders who have wisdom in their thinking are able to make the group more forward-looking than others and cause healthy competition between groups.

Communication and Ethics

This program was created to produce excellent and balanced human capital in terms of communication and ethics. Students can realise themselves by appreciating their teammates during teamwork. This can instil courtesy and cooperation in students to carry out a given responsibility. Ethics for a leader has a great impact because it portrays a leader's image. Communication is closely related to the ethics and civilisation of a person, especially a leader who will be used as a role model for his followers. Therefore, this programme emphasises communication and ethics by applying them to student activities. This programme could have produced balanced student human capital based on the nature of love for the community.

CONCLUSION

MyLeaders is a programme that includes steps and strategies to develop leadership skills among individuals. This shows that the leadership programme aims to give participants the opportunity to understand and practise effective leadership principles. This programme is produced considering the current needs and challenges in shaping future leaders in line with the recommendations of the Malaysian government, which insists that "The young generation is the future leader". This programme has emphasised the development of communication skills, ethical leadership, critical thinking, and the ability to encourage and motivate the team. Through various activities such as exercises, simulations, and group discussions, participants will

be able to broaden their understanding of the role of a leader.

Thus, this kind of approach has underlined that the success of a leadership programme depends on the full support of management and supervisors. Leadership is not only about leading but also about cooperation and collaboration. During this programme, participants have been exposed to various situations that require different leadership styles. Overall, this programme is a unique opportunity for participants to improve themselves in leadership aspects. Armed with new knowledge, skills, and confidence, participants are expected to bring positive change to themselves, their teams, and their organisations. This, in turn, will help improve efficiency, productivity, and the overall atmosphere in the organisation.

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