



# Shaping a Generation of Young Leaders Based on Quality Education with LDKS Activities in Asriloka Wonosalam Ecotourism Area

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**Abstract.** This study aims to analyze the role of Quality Education in forming a generation of young leaders through Basic Student Leadership Training (LDKS) implemented in the Asriloka Wonosalam Ecotourism Area. Using the Systematic Literature Review (SLR) method with a comparative qualitative descriptive approach, this research examines various literatures related to leadership education, ecotourism, and sustainable development. The results show that the integration of the Quality Education concept in ecotourism-based LDKS contributes significantly to building adaptive, innovative and sustainability-oriented leadership characters. LDKS participants gain direct leadership experience through experiential learning, which includes managerial skills, decision making, problem solving, and social and environmental awareness. In addition, the ecotourism area provides a supportive learning environment, where participants can develop conservation-based leadership skills, green entrepreneurship, and community empowerment. The implication of this study confirms that the ecotourism-based LDKS approach can be an effective alternative education model in producing young leaders who are not only smart and competitive, but also have high concern for the environment and society. Therefore, it is necessary to strengthen the curriculum, increase collaboration between educational institutions, ecotourism managers, and local communities, as well as continuous evaluation to ensure the effectiveness of the program in the long term.

**Keywords:** Continuing education, ecotourism, LDKS, quality education, young leadership

## 1. Introduction

Education is a fundamental element in shaping young people with quality, character, and superior leadership skills. In the context of the Sustainable Development Goals (SDGs), quality education is the main pillar in producing individuals who are competent, creative, and responsible for the environment and society. Therefore, an innovative approach is needed to nurture a generation of young leaders to have global insights that are in line with the principles of sustainable development (1).

Basic Student Leadership Training (LDKS) is one of the effective strategies in instilling leadership values from an early age. Through this activity, students are equipped with communication skills, decision-making, teamwork, and social and environmental awareness. LDKS not only aims to improve leadership competencies, but also to shape students' characters to be more aware of the global challenges facing society today.

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In order to achieve SDGs goal number 4, namely quality education, the implementation of Quality Education-based LDKS is very relevant. A good education must be able to produce individuals who are not only academically superior, but also have life skills, critical thinking, and are able to make a real contribution to their environment (2). Therefore, integrating the concept of SDGs in LDKS activities is a strategic step in preparing competent and competitive young leaders.

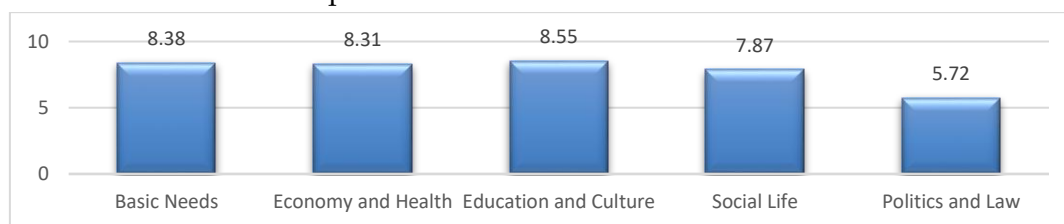
The choice of activity location is also an important factor in the success of the LDKS program. One of the suitable places to hold Quality Education-based LDKS is an ecotourism area. Ecotourism not only offers natural beauty, but also provides opportunities for participants to learn first-hand about environmental conservation, ecosystems, and the sustainability of natural resources. This is in line with the concept of sustainable development that emphasizes the balance between economic, social, and environmental aspects. (3)

The Asriloka Wonosalam Ecotourism Area was chosen as the location for LDKS implementation because it has extraordinary natural potential and supports experiential learning. With a beautiful atmosphere and away from the hustle and bustle of the city, participants can focus more on developing leadership skills and gaining a deeper understanding of environmental sustainability. Asriloka Wonosalam is also known for its environmental education programs that are aligned with SDGs goals. Through a nature-based education approach, LDKS participants will gain new insights into the importance of preserving the environment. They will be invited to understand the concept of green leadership, which is leadership that is responsible for the environment. Thus, the younger generation is not only equipped with good leadership skills, but also has a high ecological awareness in every decision-making (4,5).

LDKS activities at Asriloka Wonosalam will be designed to reflect the principles of Quality Education. The program includes leadership training sessions, interactive discussions on SDGs, environmental decision-making simulations, and outbound activities that foster teamwork and mental resilience. With this combination of theoretical and practical approaches, participants will get a more holistic and applicable learning experience. The success of this LDKS program is highly dependent on the learning methods applied. The student-centered learning approach is the main key in forming a generation of independent and innovative young leaders (6). Through this method, participants are encouraged to actively participate, think critically, and solve problems collaboratively. This is in line with the principles of 21st century education that demands adaptability and innovation in the face of global change.

The aspect of local community involvement is also an important part of this LDKS activity. By involving local residents in training sessions and discussions, participants can understand more about the social and environmental problems faced by local communities. This will form a high sense of empathy and social responsibility among the younger generation.

**Table 1.** Optimism Index for Indonesian Youth in 2023



Source: Good News From Indonesia (GNFI) and Populix in 2023 (7)

Although LDKS has been widely implemented in various educational institutions, its effectiveness in shaping young leaders who have an awareness of sustainable development is still not optimal. Many leadership programs still focus on technical aspects without considering the link between leadership and environmental and social responsibilities (8,9). This has led to a lack of young leaders who have a thorough understanding of sustainability.

The concept of Quality Education in the implementation of LDKS is still not fully integrated. Many educational institutions still use conventional approaches in developing students' leadership skills without considering a holistic approach that includes aspects of sustainability, inclusiveness, and technology utilization (10,11). This hinders the development of students in facing increasingly complex global challenges. In the context of character education, Quality Education-based LDKS in ecotourism areas provides opportunities for participants to internalize leadership values based on ethics and integrity. Values such as responsibility, discipline, and honesty will be more easily embedded through the real experiences they have during the activity.

Furthermore, the concept of sustainable development taught in this LDKS will equip participants with a broader understanding of global challenges, such as climate change, social inequality, and environmental degradation. With this insight, they are expected to be able to take an active role in creating innovative and sustainable solutions for society. This LDKS activity is also expected to serve as a model for other schools in developing SDGs-based leadership programs. By adopting a more interactive and contextual approach, leadership education can become more relevant and impactful for the development of students. In the long run, this program is expected to create a more inclusive and sustainability-oriented education ecosystem. Schools and other educational institutions can make this Quality Education-based LDKS part of a structured and systematic extracurricular curriculum (12,13).

Forming a generation of young leaders based on Quality Education through LDKS activities in the Asriloka Wonosalam Ecotourism area is a strategic step in preparing individuals who are not only smart and competent, but also have high concern for the environment and sustainable development. With a holistic and experience-based approach, it is expected that this program can be an inspiring model for leadership education in the future.

Therefore, this study aims to analyze how the implementation of Quality Education-based LDKS in the Asriloka Wonosalam Ecotourism area can improve student leadership competencies. By understanding the effectiveness and challenges in implementing this program, it is hoped that this research can provide strategic recommendations for educational institutions in developing more innovative and sustainable LDKS models.

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## **1.1. Theoretical/Conceptual Framework**

### **1.1.1. The Role of LDKS Activities in Forming a Generation of Young Leaders**

Basic Student Leadership Training (LDKS) is one of the strategic activities in shaping the leadership character of the younger generation. Through a series of leadership training, discussions, and simulations, LDKS provides an in-depth understanding of effective leadership concepts, such as the ability to make decisions, communicate, and work in teams. LDKS activities not only instill basic leadership values, but also shape discipline, responsibility, and social sensitivity among students (14). Thus, this program is a forum for students to develop their potential, both in cognitive, affective, and psychomotor aspects, which ultimately contributes to creating young leaders with character and integrity.

In addition, LDKS activities also play a role in building an adaptive and innovative leadership spirit in accordance with the demands of the times. In the context of modern education, leadership is not only related to the ability to direct others, but also includes critical thinking skills, creativity, and the ability to face global challenges (15). Through various leadership simulations, such as case studies and problem-solving, LDKS participants are trained to have fighting power and courage in taking initiatives. This is in line with transformational leadership theory, which emphasizes the importance of young leaders who are visionary, inspiring, and able to bring about positive changes in the surrounding environment. Therefore, LDKS is an important tool in shaping a generation of young leaders who not only excel in academics, but also have strong leadership characters and are oriented towards the progress of society.

### **1.1.2. The Role of Quality Education Elements in Shaping the Generation of Young Leaders**

Quality Education as one of the Sustainable Development Goals (SDGs) has an important role in shaping a generation of quality young leaders. Quality education not only focuses on academic aspects, but also instills leadership values, ethics, and critical thinking skills needed in the era of globalization (16). Good education will increase an individual's capability to make the right decisions and actively contribute to society (17). With an inclusive curriculum, equitable access, and innovative learning methods, quality education can create young leaders who have broad horizons, are able to adapt to change, and have a leadership spirit that is oriented towards sustainable development.

In addition, the Quality Education element in the SDGs also emphasizes the importance of character-based learning to form leaders with integrity and responsibility. Education that instills the values of sustainability, inclusiveness, and social justice will shape a leadership mindset that is not only oriented towards personal gain, but also towards the welfare of society at large (18). Through education that encourages active participation in social activities, collaborative leadership, and utilization of technology for innovation, the younger generation can grow into leaders who are not only intellectually competent, but also have high empathy and social awareness. Therefore, the role of Quality Education in SDGs is a fundamental aspect in creating young leaders who are visionary, adaptive, and able to bring positive changes to the world.

### **1.1.3. Implications of Ecotourism Areas in Shaping the Generation of Young Leaders**

Ecotourism areas have a significant role in forming a generation of young leaders who have environmental awareness, leadership skills, and critical thinking skills. Ecotourism is not

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only a form of nature-based tourism, but also serves as an educational tool that can instill the values of conservation, social responsibility, and sustainability (19). Young people who are involved in ecotourism activities, such as conservation programs, environmental management, and local community empowerment, will be trained in action-based leadership. Direct involvement in ecotourism practices also encourages youth to develop communication, problem-solving and collaboration skills with various stakeholders, which are essential elements of modern leadership (20).

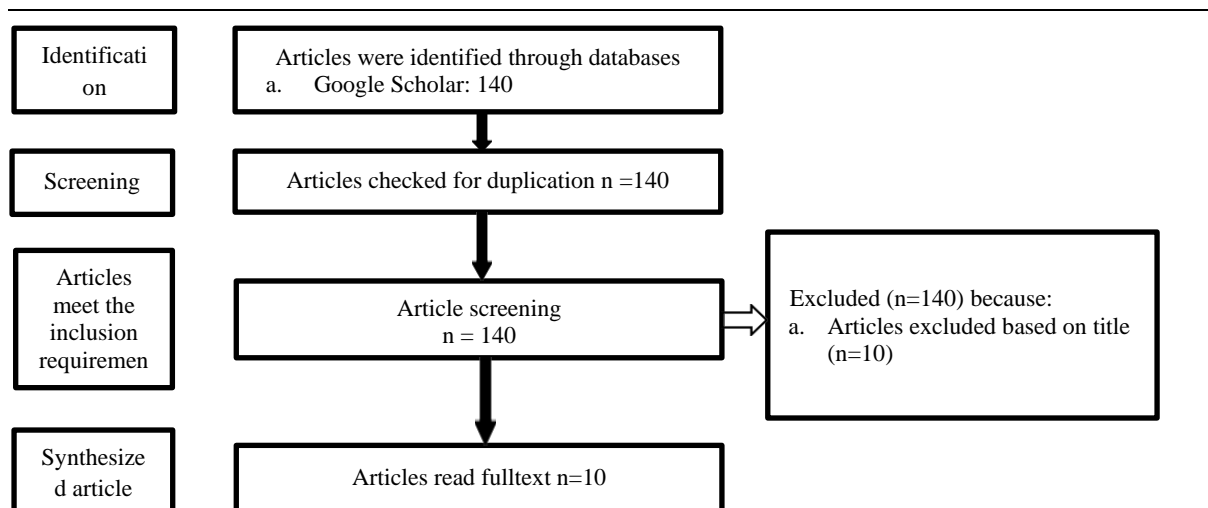
Furthermore, the implications of ecotourism areas in the formation of young leaders are also seen in strengthening character and adaptability to environmental and social changes. Ecotourism managed with sustainability principles can provide field-based learning experiences that encourage youth to think holistically and make responsible decisions (21). By understanding the ecological and social impacts of tourism activities, future young leaders will be better prepared to face global challenges, such as climate change and social inequality. Therefore, the existence of ecotourism areas not only contributes to environmental conservation, but also becomes an effective learning vehicle in shaping a generation of young leaders who are innovative, environmentally concerned, and have a sustainable development orientation.

## 2. Methods

This study uses the Systematic Literature Review (SLR) method to analyze the relationship between quality education, Basic Student Leadership Training (LDKS) activities, and ecotourism in forming a generation of young leaders. SLR is a systematic research approach in identifying, evaluating, and synthesizing relevant literature to gain an in-depth understanding of a topic (22). In this research, the sources used include scientific journals, academic books, international organization reports, and related publications that discuss quality education, youth leadership, and ecotourism in the Asriloka Wonosalam area.

The literature search process was conducted through academic databases such as Google Scholar, ScienceDirect, SpringerLink, and DOAJ, with keywords such as “quality education and leadership development”, “LDKS and leadership training”, and “ecotourism and youth leadership”. To ensure the quality and relevance of the sources, this study used inclusion and exclusion criteria. Inclusion criteria include publications within the last 10 years (2014-2024), articles that have high relevance to ecotourism-based leadership education, and research that uses qualitative or quantitative methods. Meanwhile, exclusion criteria were applied to articles that did not have full access, were not in English or Indonesian, and were not related to the context of leadership education in Indonesia.





**Chart 1.** PRISMA diagram of article selection process

Subsequently, analysis was conducted using a thematic approach to categorize the main findings from the various literatures obtained. The data collected were categorized based on three main aspects: 1) the role of Quality Education in shaping young leaders, 2) the effectiveness of LDKS activities in improving leadership skills, and 3) the impact of ecotourism areas on strengthening leadership character. Each category is analyzed comparatively to see the relationship between existing theory and implementation in the field, especially in the context of Asriloka Wonosalam as a potential ecotourism area for experiential learning.

To increase the validity and reliability of this study, peer debriefing and source triangulation were conducted. Peer debriefing was conducted by involving academics or practitioners in the fields of education and tourism to confirm the suitability of data interpretation. Meanwhile, source triangulation was conducted by comparing findings from various journals and official reports to avoid bias and ensure that the conclusions produced have a strong theoretical foundation. With this approach, the research is expected to make a significant contribution to the understanding of sustainable ecotourism-based leadership education models.

### 3. Results and Discussion

#### 3.1. Result

This research is analyzed and presented using a comparative descriptive qualitative approach, which focuses on a literature review of various scientific articles. This study prioritizes the analysis of the role of social and culture in the development of entrepreneurship and industry in various regions in Indonesia, taking into account the characteristics of social capital and cultural diversity. The selection of scientific articles as a source of literature review is based on several criteria, namely the level of relevance to the research topic, the quality of the scientific article, and the journal accreditation category listed in Google Scholar, ScienceDirect, SpringerLink, and DOAJ. With a strong academic foundation, this research produces a number of main findings that are outlined in an in-depth analysis in accordance with the core discussion that has been formulated.

**LITERATURE 1**  
**LEADERSHIP STYLE FROM THE PERSPECTIVE OF THE MILLENNIAL**  
**GENERATION**  
**(MUSTOMI & REPTININGSIH, 2020) (23)**

<b>PURPOSE</b>	Examining leadership styles in the perspective of the millennial generation
<b>METHODS</b>	Survey method by distributing questionnaires to respondents
<b>SUBJECT</b>	The millennial generation is the generation born in the 80s, the generation born in the 90s and the generation born in the 2000s.
<b>RESULTS</b>	There is no leadership style that is truly superior to the others, almost all leadership styles have their own place in the choice of respondents except for dictatorial and free control leadership styles which were not chosen by respondents.

**LITERATURE 2**  
**SDG 4 IN HIGHER EDUCATION: CHALLENGES AND OPPORTUNITIES**  
**(FERGUSON & ROOFE, 2020) (24)**

<b>PURPOSE</b>	Analyze the role of higher education in realizing Sustainable Development Goal (SDG) 4, discussing challenges and opportunities.
<b>METHODS</b>	Drawing on literature and case study experiences in implementing education for sustainable development-related activities in SOEs, opportunities and challenges related to SDG 4 and higher education institutions (HEIs) are identified and outlined.
<b>SUBJECT</b>	SOEs and higher education institutions (HEIs) that have implemented SDG 4 are identified and outlined.
<b>RESULTS</b>	Analysis of challenges and opportunities that exist in the role of higher education regarding SDG 4 is a joint effort.

**LITERATURE 3**  
**SUSTAINABLE DEVELOPMENT GOALS (SDGS): ASSESSING THE**  
**CONTRIBUTION OF HIGHER EDUCATION PROGRAMMES**  
**(KIOUPI & VOULVOULIS, 2020) (25)**

<b>PURPOSE</b>	Develop an assessment framework for educational institutions to evaluate the contribution of their educational programs to sustainability by reviewing the alignment of expected learning outcomes with the enabling conditions of the vision of sustainability based on the Sustainable Development Goals (SDGs).
<b>METHODS</b>	Research and development in existing sustainability assessment tools
<b>SUBJECT</b>	in HE such as the Sustainability Tracking, Assessment & Rating System (STARS) for Institutions.
<b>RESULTS</b>	University's eighteen master's programs on a range of subjects and subsequently applied to compare forty UK and European master's programs focusing on environment and sustainability.

**LITERATURE 4**  
**CHARACTERISTICS OF SCHOLAR LEADERSHIP IN THE MILLENNIAL**  
**GENERATION**  
**(ARIFIN, 2021) (26)**

<b>PURPOSE</b>	Identifying the character of intellectual leadership in the millennial generation from various literature studies.
<b>METHODS</b>	Descriptive qualitative approach to supporting literature.
<b>SUBJECT</b>	Millennial generation with technological, political, cultural and economic trend-setter characteristics.
<b>RESULTS</b>	Indonesia's fast-growing young generation requires a new form of leadership. In the intellectual leadership style in the millennial generation is the most appropriate leadership style for today. Integrity, keep on collaborating, humble, tactful, inspiring others, agile and respect are the characters of an ideal intellectual leader for the millennial generation to lead.

**LITERATURE 5**  
**PRINSIP CHARACTER OF A LEADER PADA GENERASI Z**  
**(KOMALASARI, HERMINA, MUHAJIMIN, ALARABI, APRILIADI, RABBAN, &**  
**MOKODOMPIT, 2022) (27)**

<b>PURPOSE</b>	Exploring the principles of Character of the Leader that are appropriate for Generation Z.
<b>METHODS</b>	Literature study through books, journals, and online news.
<b>SUBJECT</b>	Generation Z is limited to literature from 2010 to 2018.
<b>RESULTS</b>	By understanding the personality of Generation Z, some things that can be underlined in leadership principles include: 1). Z administration needs to understand and utilize examples of correspondence from the millennial era that they lead. 2). Z initiative needs to support the advancement, imagination, and enterprising spirit of the new age. 3). the need for Z authority to help independence and pioneering spirit in the millennial era.

**LITERATURE 6**  
**DEVELOPING THE QUALITY OF EDUCATION IN INDONESIA IN REALIZING**  
**THE SUSTAINABLE DEVELOPMENT GOALS (SDGS) PROGRAM**  
**(NURFATIMAH, HASNA, & ROSTIKA, 2022) (28)**

<b>PURPOSE</b>	Analyze the importance of efforts to improve the quality of education in Indonesia, which is still said to have low quality.
<b>METHODS</b>	Qualitative method with literature study and using descriptive approach.
<b>SUBJECT</b>	Professional educators in education units in Indonesia.
<b>RESULTS</b>	To achieve meaningful learning goals in the classroom and improve the quality of education, educators must engage in professional development activities. This is where pedagogical care comes in to provide leadership, supervision and guidance to meet the quality standards set for ideal techniques.



**LITERATURE 7**  
**EFFECTIVENESS OF BASIC LEADERSHIP TRAINING (LDK) FOR HIGH SCHOOL STUDENTS IN DEVELOPING THEIR LEADERSHIP SPIRIT**  
**(SRIWAHYUNINGSIH & BARSELI, 2022) (29)**

<b>PURPOSE</b>	Analyzing the formation of leadership spirit, organizational skills, courage and active role in the effectiveness of basic leadership training (LDK).
<b>METHODS</b>	Descriptive method with quantitative approach.
<b>SUBJECT</b>	150 high school students in West Sumatra region who participated in LDK activities
<b>RESULTS</b>	LDK activities can help students in forming leadership spirit, organizational skills, and gaining courage, as well as playing an active role in the surrounding environment. The implications of the results of this study can be used as a needs study for counseling guidance teachers in making programs and providing counseling guidance services.

**LITERATURE 8**  
**SDG ACHIEVEMENTS IN ECOTOURISM AREAS**  
**(CASE STUDY: SITU GUNUNG, SUKABUMI REGENCY)**  
**(MUQSITH, MARDIANA, & DHARMAWAN, 2024) (30)**

<b>PURPOSE</b>	Analyzing the sustainability of ecotourism in the Gunung Gede Panggrango National Park (TNGGP) area, based on social, economic, and environmental aspects.
<b>METHODS</b>	Qualitative method is numerical analytical hierarchy process (AHP)
<b>SUBJECT</b>	Local community in Situ Gunung area
<b>RESULTS</b>	AHP results show that villagers are more economically oriented in viewing the SDGs. The lack of collaboration between managers, local communities, and the private sector is a problem for ecotourism in Situ Gunung. Meanwhile, the AHP results related to the priority of actors show that economic criteria

**LITERATURE 9**  
**ECOTOURISM: SUPER PRIORITY TOURISM DEVELOPMENT AND PRESERVATION STRATEGY IN INDONESIA**  
**(DESEMBRIANITA, WISANG, HARSONO, MAHMUDIN, & SYOFYA, 2024) (31)**

<b>PURPOSE</b>	Analyzing the potential of ecotourism in super priority destinations in Indonesia
<b>METHODS</b>	Qualitative-descriptive research method
<b>SUBJECT</b>	Ecotourism as the development and preservation of super-priority tourism in Indonesia
<b>RESULTS</b>	Ecotourism strategies as the development and preservation of super priority tourism in Indonesia include SO strategies through ecotourism marketing planning in super priority destinations in Indonesia as sustainable tourism, WO strategies by developing ecotourism concepts for tourists visiting super priority destinations in Indonesia, ST strategies through stakeholder collaboration to support ecotourism in super priority destinations in

Indonesia, and WT strategies by conducting education and evaluation of ecotourism programs.

#### LITERATURE 10

**LDKS (BASIC STUDENT LEADERSHIP TRAINING) GUIDANCE SMPN 2 WAGIR  
IN KEBUN ROJO DAU TO DEVELOP LEADERSHIP CHARACTER  
(ROFIAH, MASLAHAH, YOGATSANI, NURHANIFAH, LUTFIAH, MAULIDIYAH, &  
HAUROH, 2024)**

<b>PURPOSE</b>	Analyzing students' understanding of the role of OSIS in shaping character and leadership.
<b>METHODS</b>	Qualitative-descriptive research method
<b>SUBJECT</b>	OSIS Management of SMP Negeri 2 Wagir
<b>RESULTS</b>	Overall, the outdoor LDKS activities have gone well and have succeeded in achieving the main objectives, namely the development of leadership skills, communication, and character of participants. Several participants showed significant developments in aspects of discipline, responsibility, and teamwork. However, there are still some areas that need to be improved, such as more balanced communication within the team and more participatory decision-making.

Based on the results of the Systematic Literature Review of 10 relevant scientific articles, it was found that Quality Education-based leadership education through Student Basic Leadership Training activities has a significant impact on forming a generation of young leaders with integrity, innovation, and sustainability orientation. The literature reviewed shows that the experiential learning approach in LDKS, such as problem-solving, role-playing, and team-based projects, is effective in improving critical thinking skills, decision-making, and conflict management. In addition, the application of ecotourism-based education in the LDKS program has also been shown to increase environmental awareness and sustainable leadership skills, where participants learn directly through interaction with nature and the surrounding community. The results of the study also show that the LDKS program carried out in an ecotourism environment provides a more contextual and applicable leadership experience, compared to theoretical classroom training. Furthermore, the literature reviewed confirms that the integration of Quality Education in ecotourism-based LDKS is able to create a leadership education model that is adaptive to global challenges, such as climate change, environmental crises, and social transformation. Several studies have highlighted that the Green Leadership approach applied in LDKS activities in ecotourism areas is able to form young leaders who have ecological awareness, social innovation skills, and the capacity to contribute to sustainable development. In addition, support from the education sector, government, and local communities is a key factor in the success of this education model, especially in creating an inclusive and sustainable learning ecosystem. Based on the results of this study, it can be concluded that an educational approach based on Quality Education combined with leadership training in an ecotourism environment can be an effective strategy in producing young leaders who are ready to face future challenges with holistic and sustainable leadership skills.

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## 3.2. Discussion

### 3.1.1. The Role of LDKS Activities in Forming a Generation of Young Leaders

Student Leadership Basic Training (LDKS) is one of the strategic programs in the world of education that aims to shape the character and leadership skills of the younger generation. This activity is a forum for students to develop their potential in various aspects, including decision-making, teamwork, and social responsibility. Effective leadership is not only determined by natural talent but can also be developed through systematic experience and training (32). Therefore, LDKS has an important role in shaping students into future leaders who have integrity, managerial skills, and high social awareness.

LDKS is designed with an experiential learning approach, where participants learn through direct experience, either in the form of simulations, group discussions, or field activities. This approach is in accordance with the constructivist education theory which emphasizes that learning will be more effective if students are active in the exploration and reflection process (33). Through activities such as outbound leadership, role-playing, and problem-solving challenges, LDKS participants are trained to think critically, communicate well, and manage conflict effectively. These skills are very much needed by the younger generation in facing leadership challenges in the future.

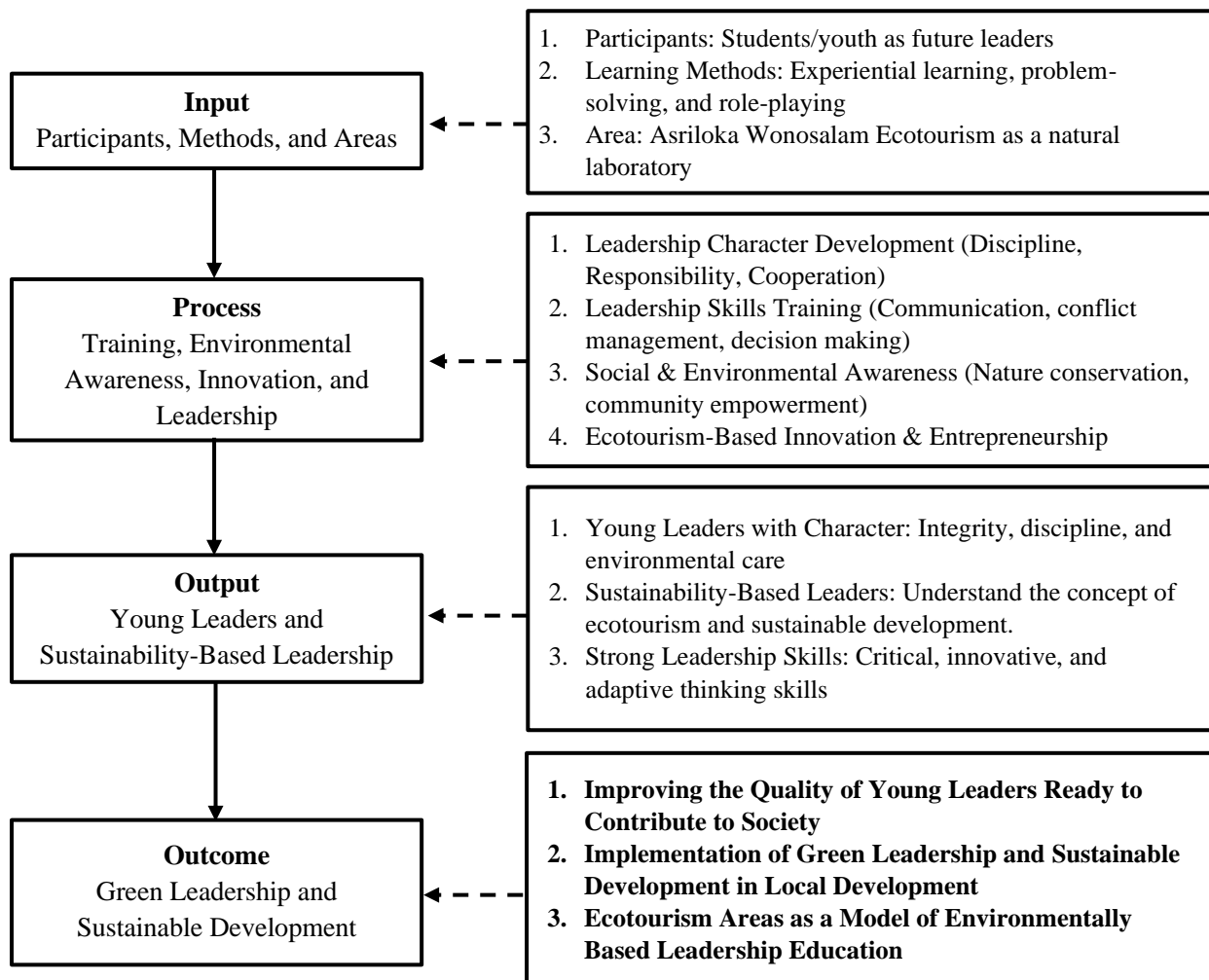
In addition, LDKS activities play a role in building the character of discipline and responsibility, which are key elements in leadership. Through disciplinary training, such as time management, compliance with rules, and teamwork, students learn to appreciate the process and understand the consequences of each of their actions. Successful leaders must have high discipline in managing tasks and maintaining commitment to the established vision (34). Thus, LDKS not only instills technical leadership skills but also forms a strong and responsible character.

In addition to the individual leadership aspect, LDKS also contributes to building social awareness and concern for the surrounding environment. In the context of ecotourism-based education, such as in the Asriloka Wonosalam Ecotourism Area, LDKS activities can be combined with nature conservation and community empowerment programs. Through direct interaction with the environment and local communities, participants gain a deeper understanding of the concept of sustainable leadership. This is in line with the concept of Green Leadership, where leaders are not only oriented towards results, but also have a moral responsibility towards the environment and social welfare. (35)

The existence of LDKS in ecotourism areas also provides a unique experience for participants in understanding the values of sustainability and environmental preservation. Activities such as reforestation, waste management, and discussions on ecotourism can strengthen their awareness of the importance of maintaining ecological balance in every decision-making. Leaders who have high emotional intelligence tend to be more concerned about the social and environmental impacts of the policies (36). Therefore, the combination of leadership education and direct experience in the natural environment can produce young leaders who are more adaptive and sustainability-oriented.

Furthermore, LDKS also plays a role in building innovative and creative leadership. In an ever-evolving world, young leaders must be able to think out of the box to solve problems and create effective solutions. Activities such as project-based learning and leadership games in LDKS encourage students to develop initiative and the ability to create innovative strategies. According to the transformational leadership theory, innovative leaders

are those who are able to inspire and bring positive change to their surroundings. Thus, LDKS becomes an important means in forming young leaders who have vision and creativity in facing global challenges.



**Figure 1.** Model of environmentally based leadership education

Figure 1 projection a results of the researcher's analysis that found an environmental-based leadership education model. The application of the model will be a refinement in the systematics of the Student Basic Leadership Training (LDKS) program in the Asriloka Wonosalam Ecotourism Area in the coming period. This model consists of four main components, namely Input, Process, Output, and Outcome, which are interrelated in forming young leaders who are oriented towards sustainable development. The input in this model includes participants (students or youth as prospective leaders), experiential learning-based learning methods, and the Asriloka Wonosalam Ecotourism area which is used as a natural laboratory. With a problem-solving and role-playing approach, LDKS participants gain direct experience in leadership, decision-making, and environmental management. In the Process stage, participants receive training that includes developing leadership character, communication and decision-making skills, and social and environmental awareness. In addition, participants are also introduced to the concept of ecotourism-based innovation and entrepreneurship, so that they can understand how leadership contributes to environmental and community sustainability. The results of this process produce Output in the form of

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young leaders with strong character, sustainability insights, and critical and adaptive thinking skills. In the end, the expected outcome is the creation of Green Leadership, where the generation of young leaders produced is able to contribute to sustainable development, apply the principles of Sustainable Development, and make the ecotourism area a model for environmentally-based leadership education.

Overall, LDKS activities have a crucial role in shaping a generation of young leaders who are characterful, competent, and oriented towards sustainability. With an experiential learning approach, integration of leadership values with ecotourism, and a focus on developing innovative skills, LDKS in the Asriloka Wonosalam Ecotourism area can be an effective model of leadership education. Through this program, the younger generation is not only equipped with technical leadership skills but also the values of social responsibility and environmental awareness that will be the basis for building a better future.

### **3.1.2. The Role of Quality Education Elements in Forming a Generation of Young Leaders**

Quality education is one of the fundamental elements in forming a generation of competent and competitive young leaders. This concept is emphasized in the Sustainable Development Goals (SDGs) point 4, which emphasizes the importance of access to inclusive, quality, and sustainable education for everyone. Good education not only teaches academic aspects but also instills leadership values, critical thinking skills, and the ability to adapt to changing times. In the context of the Student Leadership Basic Training (LDKS), the application of the principle of quality education is key to forming young leaders who have the vision, integrity, and competence needed for the future.

One of the main aspects of quality education is a relevant curriculum based on the needs of the times. According to Kolb's Experiential Learning theory (37), effective learning must involve direct experience so that students can develop practical skills and strengthen their conceptual understanding. In LDKS activities, this approach is applied through practice-based leadership training, such as decision-making simulations, conflict management, and field activities that train teamwork. With this method, participants not only receive leadership theory but also experience firsthand how to be a leader in various situations.

In addition to a contextual curriculum, elements of educational quality also include strengthening character and leadership values. Young leaders are not only required to be intellectually intelligent but must also have integrity, ethics, and a sense of social responsibility. Character education is an inseparable part of quality education because it forms a strong moral foundation in individuals. In the LDKS in the Asriloka Wonosalam Ecotourism Area, participants are taught the importance of responsibility towards the environment and the surrounding community so that they understand that leadership is not only about power but also service to others and environmental sustainability.

Furthermore, strengthening 21st-century skills is part of the concept of quality education, which is very relevant in shaping future leaders. Emphasizes that young leaders in the modern era must have problem-solving skills, creativity, effective communication, and adaptive leadership. LDKS activities provide space for participants to hone these skills through various challenges, such as group discussions, community-based projects, and problem solving in the context of ecotourism. Thus, participants not only learn leadership theory but also hone practical skills that can be applied in real life.



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In addition, the elements of a supportive learning environment context also play a role in creating quality education. The Asriloka Wonosalam Ecotourism Area provides a natural environment rich in educational and inspiring experiences for LDKS participants. The concept of Nature Deficit Disorder, learning in the open air increases the creativity, focus, and mental well-being of students. By learning in an ecotourism environment, LDKS participants gain direct experience in managing natural resources, understanding ecotourism principles, and designing sustainability-based leadership strategies.

Furthermore, the aspects of community empowerment and social cooperation in quality education are also important factors in the formation of young leaders. Social learning through interaction with the environment and society is very effective in building understanding and improving interpersonal skills (33). In LDKS in Asriloka Wonosalam, participants are invited to interact with local communities, learn from the experiences of ecotourism actors, and participate in community empowerment projects. This strengthens empathy and social awareness, which are important characteristics for a leader.

Overall, the quality education element has a very significant role in forming a generation of young leaders who are superior, have character, and are oriented towards sustainability. Through a contextual curriculum, character building, 21st-century skills, a supportive learning environment, and social involvement, LDKS activities in the Asriloka Wonosalam Ecotourism Area become an ideal model of leadership education. With this approach, it is hoped that the future generation of leaders can face global challenges with more confidence, innovation, and responsibility towards the environment and the surrounding community.

### **3.1.2. Implications of Ecotourism Areas in Forming a Generation of Young Leaders**

Ecotourism is a nature-based tourism concept that emphasizes environmental sustainability, cultural preservation, and local community involvement in its management (TIES, 2015). In the context of leadership education, ecotourism areas can be ideal natural laboratories for training young leaders with an experiential learning approach. Learning based on direct experience not only increases understanding of the environment but also strengthens leadership character, teamwork, and critical and creative thinking skills. Therefore, LDKS (Basic Student Leadership Training) in the Asriloka Wonosalam Ecotourism Area is a relevant educational model in forming future leaders who care about sustainability.

One of the main implications of ecotourism areas in the formation of young leaders is increasing environmental awareness and social responsibility. The concept of Nature Deficit Disorder, exposure to the natural environment can increase creativity, focus, and individual mental well-being. In LDKS in Asriloka Wonosalam, participants are not only taught leadership theory but are also given the opportunity to interact directly with natural ecosystems. They learn to understand the impact of human activities on the environment and how the role of leadership can be directed to support the sustainability of the ecosystem.

In addition, ecotourism areas also play a role in training sustainable leadership. Sustainable leadership emphasizes the balance between economic development, environmental sustainability, and social welfare (38). In LDKS in Asriloka Wonosalam, participants are taught how to become leaders who do not only focus on short-term results but also consider the long-term impacts of the decisions they make. They learn how to design



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leadership projects that have a positive impact on the environment and local communities, such as greening programs, waste management, and conservation campaigns.

Furthermore, LDKS activities in ecotourism areas also encourage strengthening collaborative leadership skills. Theory of transformational leadership, effective leaders are those who are able to inspire and work together with others to achieve common goals. Through various activities such as survival training, conflict management simulations, and community-based projects, LDKS participants learn how to work in teams, communicate effectively, and manage differences of opinion. These skills are essential for young leaders who must face the complexity of social and environmental challenges in the future.

In addition to leadership skills, ecotourism areas also help participants develop an environmentally based entrepreneurial spirit (green entrepreneurship). Green entrepreneurship is a business approach that integrates economic benefits with concern for environmental sustainability (39). In LDKS activities, participants are introduced to various business opportunities that can be developed in the ecotourism sector, such as ecoproduct businesses, educational tourism management, and creative economy-based conservation. Thus, they not only learn to become visionary leaders but also have insight into creating innovative solutions that are beneficial to the environment and society.

Another implication of ecotourism areas in the formation of a generation of young leaders is the increase in cultural awareness and empowerment of local communities. Sociocultural learning theory explains that interaction with the social environment plays a major role in a person's cognitive and leadership development. In the LDKS in Asriloka Wonosalam, participants are given the opportunity to learn from local communities, understand traditional wisdom in preserving the environment, and participate in social activities that strengthen their empathy and sense of responsibility towards the community.

Overall, the implications of ecotourism areas in shaping a generation of young leaders are very significant, both in terms of environmental awareness, sustainable leadership, collaborative skills, green entrepreneurship, and community empowerment. Through the ecotourism-based LDKS model in Asriloka Wonosalam, participants not only gain authentic leadership experience but are also equipped with sustainability-based leadership values. With this approach, it is hoped that the future generation of leaders will be able to face global challenges with greater resilience, innovation, and have a vision that is oriented towards environmental sustainability and social welfare.

## Conclusions

Based on the results of the study that has been conducted, it can be concluded that the formation of a generation of young leaders based on quality education through LDKS activities in the Asriloka Wonosalam Ecotourism area has a significant impact on strengthening leadership character, environmental awareness, and 21st century skills. Quality education applied in LDKS does not only focus on academic aspects but also on developing leadership skills based on direct experience (experiential learning), which allows participants to understand the dynamics of leadership in a real context. With a combination of theoretical and practical training, LDKS participants gain experience in decision making, teamwork, and problem-solving, which are the main competencies of a future leader.

In addition, the Asriloka Wonosalam Ecotourism area provides a learning ecosystem that supports the formation of sustainable leadership. The rich natural environment and the

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involvement of local communities are supporting factors in strengthening participants' understanding of the importance of environmentally and socially responsible leadership. Through various outdoor activities, LDKS participants are taught to have ecological awareness, understand the principles of ecotourism, and develop leadership innovations that are in line with the principles of sustainability. This approach is in line with the objectives of Quality Education in the Sustainable Development Goals (SDGs), which emphasize the importance of inclusive and practice-based education to produce a generation of competent and globally competitive leaders.

Overall, the integration of the concept of quality Education, leadership training in LDKS, and the application of ecotourism-based learning forms an effective and innovative leadership education model. The results of this study indicate that the ecotourism-based approach is able to provide a holistic leadership experience for participants, where they not only understand leadership theory, but also have ecological awareness, managerial skills, and the ability to innovate in facing future challenges. Thus, LDKS in the Asriloka Wonosalam Ecotourism Area can be used as an alternative education model that is able to produce a generation of young leaders who are not only intelligent and competitive, but also have a high concern for environmental and community sustainability.

Based on the results of the study that has been conducted, it is recommended that the implementation of LDKS in the Asriloka Wonosalam Ecotourism Area continue to be developed with a more innovative and sustainability-based approach. Strengthening the LDKS curriculum can be done by adding a project-based learning program, where participants not only get leadership theory but are also given challenges to design and implement solutions to environmental and social problems in the ecotourism area. In addition, there needs to be closer cooperation between area managers, educational institutions, and local communities to create a more dynamic and applicable learning environment. Thus, LDKS participants not only learn leadership on a small scale but also gain a broader understanding of collaboration-based leadership and community empowerment.

In addition, this study suggests that the government, educational institutions, and tourism industry players play a more active role in supporting ecotourism-based education models as a strategy for forming a generation of young leaders. Support in the form of developing educational infrastructure, providing nature-based learning facilities, and improving the quality of LDKS instructors will enrich the learning experience of participants and strengthen the effectiveness of the program. Furthermore, a more in-depth study is needed on the long-term impact of this education model, including how LDKS participants implement their leadership skills in the real world. With continuous evaluation, this program can continue to be improved and adjusted to the needs of the times so that it is more effective in producing young leaders who are broad-minded, innovative, and have high concern for the environment and society.

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## Conflicts of Interest

The authors declare no conflict of interest

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