



Adventure-Based Leadership Training Development Model for Management Trainee Employees at FASEL.Inc

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ABSTRACT

Leadership development programs increasingly require experiential approaches that foster not only cognitive understanding but also behavioral transformation. Conventional classroom-based leadership training often lacks contextual and emotional engagement, particularly for management trainee programs. This study aims to describe and analyze an adventure-based leadership training model and to formulate the APPEEM model (Assess, Plan, Prepare, Event, Evaluation, and Monitoring) implemented by FASEL.Inc for management trainee leadership development. This research employed a qualitative descriptive approach. Data were collected through in-depth interviews, participant observation, and document analysis involving trainers, facilitators, and management trainees. Data analysis was conducted using the Miles and Huberman interactive model, while data credibility was ensured through triangulation of sources, techniques, and time. The findings indicate that the APPEEM model provides a structured and systematic framework for implementing adventure-based leadership training grounded in experiential learning principles. The model facilitates leadership skill development through progressive stages, reflective learning, and continuous monitoring. This study contributes a practical and conceptual model that can be adopted and adapted by organizations seeking alternative leadership training approaches beyond conventional methods.



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INTRODUCTION

Globalization has created significant changes across various life aspects, particularly in business sectors. This transition forces organizations to develop adaptive strategies to survive expanding global competition. Market demands continuously evolve, requiring organizations to maintain competent human resource management systems that meet contemporary development requirements (Morgan, 1990). Organizations must achieve competitive advantages while developing capabilities to handle waves of change. Those unprepared for change become targets for groups capable of surviving in this globalization era (Jahidi & Hafid, 2020).

Within this context, human resource management systems closely relate to leadership patterns. Mullins (2005) explains that leadership represents individual or group abilities to manage and lead members or employees toward organizational goals. In business contexts, globalization makes leadership increasingly important because organizational objectives must continuously adapt to constantly changing and increasingly complex market needs.

Leadership is vital for supporting organizational success and achieving goals, with leaders serving as primary navigators who determine direction. Leaders possess management functions applicable for managing members or employees to achieve organizational goals, including planning, organizing, directing, and controlling functions (Terry & D.F.M., 2009). Therefore, leaders need to sharpen their skills to adapt to changing markets, cultures, or continuously developing technologies. Furthermore, the effectiveness of leadership patterns becomes a fundamental key for managing organizational governance in achieving success. Effective leaders are not only required to have good, innovative, and proactive governance, but also need to be balanced with good interpersonal skills

(Morgan, 1990). In reality, the competencies required by leaders to manage these things effectively are very complex.

The effectiveness of a leader is also seen from the ability to optimize and elaborate all resources owned by the organization. Handoko (2000) explains that an effective leader should have managerial skills, including conceptual skills, human skills, administrative skills, and technical skills. An effective leader must also have good communication skills towards their team or to establish strong network relationships, as well as have good analytical skills to solve problems and make sustainable decisions in a global context. This is inseparable from the role of the leader as a mentor who is expected to be able to guide, direct, motivate and influence members or employees (Akhiruljanah & Musoli, 2025; Salsabila et al., 2025).

The high competencies expected from leaders need to be balanced with leadership training. In line with this, Yodi Pratama (2023) explains that there is a need for education and training in improving the quality and ability aspects of human resources. However, leadership training to meet expected competencies is often still difficult to achieve. This is because the training provided is still less effective and relevant to field needs (Ukandu & Ukpere, 2013).

Despite these recognized needs, leadership training effectiveness often fails to meet expected competencies due to inadequate and field-irrelevant training (Ukandu & Ukpere, 2013). Consequently, companies frequently address human resource competency shortages through management trainee (MT) programs. Using on-the-job experience concepts, companies design management trainee programs to recruit human resources focused as future manager or leader candidates (Ikhsan, 2019). However, research by Maulana (2022) and Nuraini et al. (2016) demonstrates that in-class training (ICT) activities do not significantly impact skill improvement or the application of individual performance. Participants require active roles so short-duration training can maximize participant competency enhancement. In response to these limitations, one innovative solution addresses training relevance gaps through adventure-based leadership training models. This model combines adventure elements involving challenges and physical activities, requiring teamwork and practical decision-making demands (Hodgson & Berry, 2011).

Addressing this gap, FASEL.Inc represents a company that provides training services using adventure-based media. FASEL.Inc applies experiential learning methods in professionally designing training programs, allowing participants to directly experience situations that encourage behavior emergence aligned with company competencies. Initially, this company used in-class training media with simple additional activities to enhance employee leadership competencies. However, the evaluation revealed that these activities only reached the individual knowledge enhancement stages regarding effective leadership theory, without generating individual behavior toward becoming more effective leaders (Priest, 1996).

The transformation of FASEL.Inc's training model became something interesting to explore further. Companies often provide provisions in the form of theoretical materials, but practically a management trainee employee is immediately given space to apply these things through direct work experience in the field or on-the-job experience (Ikhsan, 2019). On the other hand, FASEL.Inc began to realize that this method still needed to be modified by adding training models based on adventure. This step also supports training program innovation that can improve the self-skills of a management trainee employee as a future leader candidate according to company competency standards.

The novelty of this study lies in the formulation of the APPEEM model as an integrated framework for adventure-based leadership training derived from empirical field practices. Unlike previous studies that primarily focus on experiential learning outcomes or isolated outdoor training activities, this research systematically structures the leadership training process into six interconnected stages, emphasizing both implementation and post-training monitoring. The study contributes conceptually by enriching leadership training literature with a context-specific model and practically by offering an applicable framework for organizations conducting management trainee leadership development programs. Therefore, this study aims to describe the stages in adventure-based leadership training and develop an adventure-based leadership training model used by FASEL.Inc for developing management trainee employee leadership skills.

RESEARCH METHODS

This study employed qualitative research methods with a descriptive qualitative approach. Qualitative research focuses on individual or group subjectivity (Creswell, 2009). Sugiyono (2013) explains that qualitative research methods are natural and view social reality as holistic, complex, dynamic, and authentic unity. Moleong (1989) further explains that qualitative research involves methods for interpreting phenomena experienced by research subjects, such as behavior, perceptions, motivations, and actions, which are described holistically in natural contexts and processed through various natural methods.

Qualitative research is exploratory in nature (Creswell, 2009). Deep and comprehensive data exploration is possible with a qualitative approach. One approach in qualitative research is the qualitative descriptive approach. Descriptive research is research that aims to investigate a condition, condition or other things. Furthermore, Charismana et al. (2022) explains that qualitative descriptive research is an approach taken to reveal empirical facts objectively with scientific foundations in the form of scientific logic, procedures and supported by theories and methodologies that are strong according to the disciplines studied.

Specifically, data collection used natural settings involving direct subject dynamics (Sugiyono (2013). Collected data related to adventure-based leadership training models for management trainee employees implemented by FASEL.Inc. This research used several data collection techniques: interviews, observations during programs, and secondary data collection. The research was conducted at FASEL.Inc as an adventure-based leadership training service provider, with the specific program implementation taking place at the Nature Conservation Education Center (PPKA) Bodogol, Sukabumi Regency, West Java Province. Data collection was carried out from Saturday, October 6, 2023 to Monday, October 9, 2023.

Informants were selected using purposive sampling based on their direct involvement in the design, implementation, and evaluation of the leadership training program. These included senior trainers, facilitators, program managers, and management trainee participants who had completed the program. This selection ensured that the data obtained reflected comprehensive perspectives from both program designers and participants. Data were collected using three qualitative techniques. First, unstructured interviews were conducted through formal and informal question-and-answer sessions with individual and group informants to represent the organizational context. Second, systematic observations were carried out during the training program with clear planning, in which the researcher acted as a passive observer. Third, secondary data were obtained from FASEL.Inc documents and participant journals to analyze administrative preparation and participants' responses to the adventure-based leadership training program.

For the analysis procedures, this study employed non-parametric or qualitative data analysis techniques. Qualitative data analysis was conducted interactively and continuously until the process was completed. Sugiyono (2013) defines data analysis as a series of activities carried out after data have been collected from all respondents or other sources. Furthermore, Miles and Huberman, as cited in Sugiyono (2016), propose that qualitative data analysis consists of four main stages: data collection, data reduction, data display, and conclusion drawing and verification. To ensure research quality, data validity testing employed triangulation techniques, which involve examining data validity using external elements for verification and comparative data (Moleong, 1989). This research applied three triangulation techniques: source triangulation, time triangulation, and technique triangulation to ensure data credibility and validity.

RESULTS AND DISCUSSION

This research was conducted at FASEL.Inc as an adventure-based leadership training service provider. FASEL.Inc is a training institution established in 2020, headquartered in Bogor, and founded by Ardian Rangga, a graduate of the forestry faculty. The company's vision is to become Indonesia's best and most trusted provider of soft skills training services. FASEL.Inc helps clients achieve career goals and develop individual skills through unique and effective learning methods.

In implementing its vision, FASEL.Inc applies experiential learning methods because they believe that active and practical participant involvement, combined with reflective processes, produces good results. This consideration drives FASEL.Inc to continuously design enjoyable, beneficial training centered on interaction stimulation, simulation, and group discussions to produce human resources matching expected participant competencies. This aligns with Kolb (1984), who states that learning involves processes where knowledge is created through experience, and knowledge forms change as a result of understanding combinations and transforming acquired experiences.

One of FASEL.Inc's masterpiece program is Leadership Camp, specifically designed for Management Trainee employees to help achieve optimal self-quality in forming individual leadership identity. Leadership Camp programs use an open nature as participant learning media through adventure activities, including camping, hiking, climbing, rafting, rowing, mountaineering, orienteering, and survival activities. Generally, these activities are arranged and integrated into a series of at least 3-day activity programs with mobile course systems.

The APPEEM Model

Through direct field research, researchers found that FASEL.Inc follows the program development flows from assessment to program evaluation. FASEL.Inc implements the adventure-based leadership training development model for management trainee employees can be formulated as the APPEEM model (Assess-Plan-Prepare-Event-Evaluation-Monitoring) based on outdoor adventure activities.

Table 1. APPEEM Model Components

Stage	Detail	Activities
Pre-Program	Data collection for module development (Assess)	Discussion with users & participants regarding company values and ideal competencies; Identifying competency gaps needing improvement through training programs; Agreeing on main objectives as training foundations with users and facilitators
Pre-Program	Activity planning (Plan)	Program design according to agreed objectives; Determining program scenarios for expected objectives emergence; Program budgeting; Manpower Planning (MPP) supporting training activities; Designing facilitation guides for facilitators
Pre-Program	Implementation preparation (Prepare)	Surveys for identifying activity risks, risk management development & curriculum-field condition compatibility; Tool and equipment production; Participant health data collection; Team and facilitator briefings
Program Implementation	Activities (Event)	Pre-course material delivery H-1 before adventure activities; Conditioning including activity framing, ice breaking and group formation; Initiative leadership games; Leadership adventure activities; Solo time - debrief; Final challenge; Closing & learning review
Post-Program	Evaluation	Participant reflection results collection in Personal Action Plans (PAP); Participant satisfaction evaluation regarding material effectiveness, training facilities, facilitator capabilities; Individual observation reports and group dynamics connections; Development suggestions for participants based on psychologist observations
Post-Program	Monitoring	Impact monitoring for 3 months post-training; Face-to-face meetings between participants and facilitators; Personal action plan discussions made during training; Leadership level monitoring through reflection guidance

Detailed Findings from Each Appeem Stage

Assessment Stage

The adventure-based leadership training development used by FASEL.Inc to develop leadership skills of management trainee employees begins with a needs assessment process. The assessment process is carried out by FASEL.Inc by discussing with users or clients regarding the values and behaviors expected to emerge in employees.

As one client stated: "Because this training is prepared as a forum for employees to add provisions to lead the company, the leadership values given must be in accordance with the basic thinking of needs. For example, a leader needs to be flexible in leading himself and groups, then the value chosen is agile. So, we convey this to the vendor so they can design their activities." (AG, Client)

The assessment process is intended to find out the expectations or ideal criteria of the company for the self-development of its employees. Supporting data needed to strengthen this assessment is participant demographic data. Assessment is the initial stage carried out by providers or companies providing adventure-based training services. The assessment results obtained will determine the form and design of the program to be given.

"The existence of an assessment that is then translated into objectives is the basis for determining activities and scenarios. Well, the right activities can help achieve the expected objectives." (RG, FASEL.Inc)

This is also supported by the opinion of the facilitator: "Usually we collect as much data as possible at the beginning to find out the condition of the participants. By knowing the condition of the participants, the planned activities can be adjusted in terms of objectives or risks that are appropriate." (SML, Facilitator 2).

Planning Stage

The assessment process by FASEL.Inc occurs gradually, starting from the interview and discussion processes with HRD/users/clients regarding expected objectives for management trainee employees, through checking and considering supporting data (demographic and other administrative data). Next steps involve creating mutual agreements regarding targeted goals/objectives, then designing programs and selecting adventure activity series that match the agreed objectives.

After conducting needs analysis, the next stage is to plan the training program. After getting data through needs assessment and aligning perceptions with users/HRD/clients, FASEL.Inc narrows down client needs by translating them into objectives that exist in the competency dictionary. With the emergence of objectives based on the competency dictionary, participant behavior or responses during activities can be quantified according to the level of behavioral indicators. Therefore, activities arranged will refer to these indicators.

"For example, HRD said they want to provide a leadership camp. Specifically, participants need to be trained in their level of initiative. Then we discuss with HRD, we align perceptions about what an initiative is. What is the definition of initiative? Okay, then we make leveling, then we try to see based on HRD's assessment, where these participants are at what level?" (RG, FASEL.Inc)

Following the assessment, planning processes involve dissecting the expected objectives that emerge from training processes. These processes require further analysis regarding aspects needed to support training program operations. Process derivatives include training rundowns, activity selection, risk analysis, and facilitation guides.

Besides designing programs based on objectives, FASEL.Inc also analyzes the difficulty level of activities based on participant data. The purpose of conducting this analysis is to adjust the level of participant skills with the activities to be used. This adjustment is expected to help participants get optimal learning through field experiences.

"Usually, besides talking about the values or behaviors expected, clients also give requests that must be adjusted into the program. For example, clients ask that the activities should not be too high risk because of participant condition considerations. So we will also adjust these things when designing programs although we don't do all inputs." (RG, FASEL.Inc)

After planning completion, preparation processes include survey activities, mapping required team numbers, preparing technical needs and logistical support for activities, obtaining location permits, and others. FASEL.Inc always conducts field surveys and technical preparations as activity preparation forms. One crucial technical aspect in this stage is risk management.

Specific Activity Examples and Their Objectives

FASEL.Inc designed specific adventure activities that correspond to particular leadership competencies. The City Race activity, for example, was designed to develop persistence and achievement orientation. In this activity, participants were given clues and challenges in stages, with valuable items (wallets, money, phones) collected at the beginning. Each group was only allowed to carry one phone and ID card, and they had to determine target points that would be converted into money for lunch.

Another key activity was the Navigation Land exercise combined with victim rescue simulation and treasure hunt from PPKA Bodogol to Bodogol Hill Peak (approximately 4 hours). This activity was designed to develop persistence, achievement orientation, and control competencies. As one facilitator explained: "Several activities that I think have the strength to improve leadership spirit are orienteering, land navigation and flying camp. This is related to time management, risk management and emotional management. With this type of activity model, individuals are required to do various things in a short time, not to mention if the situation suddenly rains. Therefore, there needs to be an adaptive and solution-oriented attitude." (ED, Facilitator 1)

The Final Project activity, called Corporate Flag, was designed to develop persistence, achievement orientation, control, and continuous improvement. Participants were conditioned to complete challenges collaboratively, with all media provided. The dynamics were designed to emerge when participants collaborated, considering their similar positions in the work world with respective dominance, potentially causing different arguments among them.

Preparation Stage

After planning completion, preparation processes include survey activities, mapping required team numbers, preparing technical needs and logistical support for activities, obtaining location permits, and other related tasks. FASEL.Inc always conducts field surveys and technical preparations as activity preparation forms. One crucial technical aspect in this stage is risk management.

After determining activity options, the next activity discourse derived from participant needs assessment becomes the main thing that becomes the grip in the preparation process at FASEL.Inc. "Activities that we have planned will be material to move to the next stages, such as collecting human resources, analyzing risks, and preparing material holdings for facilitators." (RG, FASEL.Inc)

Many parties are involved in adventure-based leadership training programs. The preparation process for collecting and selecting Human Resources is important because all elements involved must understand the program flow and its objectives. The entire team has a role to support the achievement of this adventure-based leadership training objective.

"There is a team that we prepare every time there is an adventure program, starting from the Course Director as the person in charge as well as the person who designs activities, then there is a psychologist and their team who help the observation process and become counselors in the training process if needed. Besides that, in the field we are usually helped by the Support team that handles technical needs, including if we need additional safety keepers outside of facilitators. There are also Facilitators themselves, who become the spearhead in the training process because they have a big role

in accompanying participants. Then there is a medical team that ensures common safety and security in implementing field activities. If it's additional, it's probably just the Documentation team." (RG, FASEL.Inc)

Program Implementation (Event) Stage

Program implementation represents the main key in adventure-based training. Besides preparing technical implementation needs, the preparation stages also conduct pre-course processes for participants. These processes represent special agendas for participants on H-1 activity series. This process aims to provide brief overviews of the terrains participants will face, enabling them to prepare mentally and themselves for greater readiness.

Basically, program implementation is the main key in adventure-based training. Besides preparing technical implementation needs, pre-course processes are also conducted for participants during the preparation stage. This process is a special agenda for participants in the H-1 category of their activity series. The purpose of this process is to provide a brief overview of the terrain that participants will face so that participants can prepare themselves and their mentality to be more ready.

"Usually, on H-1, we have an in-class session to convey the overview and big objectives of the activity. There will be simple activities like ice breaking that hopefully can help participants to better blend with their groups, or as an initial adaptation towards the ambiance of this activity." (RG, FASEL.Inc)

During implementation, adventure activities serve as stimuli designed to generate attitudes or responses that align with training objectives. In adventure-based training contexts, direct activities can provide experiences and individual learning for participants. Adventure-based training programs provided by FASEL.Inc are delivered gradually to make participant dynamics more intense and graphically increase gradually.

Initially, FASEL.Inc was a company that offered indoor or classroom-based training services. However, over time, FASEL.Inc saw that indoor training was too short and tended to be theoretical to shape individual behavior patterns. Therefore, FASEL.Inc tried to combine theoretical understanding with outdoor activities, especially through adventure-based programs.

"Previously FASEL.Inc always used indoor training-based training. I was also previously an indoor training program facilitator. But after processing and evaluating the program, I assessed that the concept of in-room training tends to be one-way, meaning that participants have not reached the stage of generating behavior in reality. From there I tried to explore the concept of outdoor training, especially with adventure media then I tried to combine it with indoor training methods. In the end, I assessed that this adventure-based training concept is interesting to be applied in improving individual skills, especially leadership skills." (RG, FASEL.Inc)

Notably, adventure activities present various challenges and obstacles that are diverse and often unpredictable due to their natural nature. Uncertain field situations are very good for forming participant character and attitudes in arranging strategies and making decisions (Beard & Wilson, 2013). In implementation, FASEL.Inc not only analyzes to obtain training objectives but also analyzes participant conditions to adjust activities to the terrains faced in the field.

The implementation process cannot be separated from the role of facilitators. This is because the experience of adventure activities is closely related to the facilitation process. Therefore, every activity carried out by participants always ends with a debriefing session. "Facilitators invite participants to discuss activities that have been carried out. Then, participants are invited to align perceptions about what values are obtained or felt to emerge during the challenge completion process. After that, participants are invited to reflect and think about what steps can be taken next in daily life." (ED, Facilitator 1)

To structure these experiences, adventure-based training activities use experiential learning activity models (Judge, 2005). Experiential learning activities, according to Kolb (1984), have four

cycle stages. Based on this, FASEL.Inc adapts Kolb (1984) cycle stages: concrete experience, reflection observation, abstract conceptualization, and active experimentation. With these four stages, FASEL.Inc formulates facilitation guides for facilitators to accompany participant processes during field activities.

Besides the debriefing process every time completing an activity, FASEL.Inc also provides special sessions for participants to reflect every evening by writing in participant journals. On the last night, participants will make Personal Action Plans (PAP) written in Solo Night journals. In this process, participants are invited to read reflective readings, then given time to "dialogue with themselves" and reflect on experiences that have been lived during one day. After that, participants are asked to write their reflections and "improvements" on things they feel are still lacking in themselves.

Post-Program Evaluation Stage

Training processes do not stop when field activities finish. Related to Kolb (1984) 4 cycle stages, FASEL.Inc has programs supporting active experimentation stages by inviting participants to write Personal Action Plans (PAP). PAP represents participant reflection and contemplation results, then derived into concrete targets to be implemented after training completion.

After implementing activities, the next step is to evaluate and create program reports. Participant dynamics in small groups are accompanied by facilitators and expert observers. If the existence of facilitators is as observers to lead the discussion process after completing activities, the existence of observers aims to see the performance of each member in small groups.

"In implementing adventure-based training programs, FASEL.Inc provides observers who are usually dominated by people with psychology education backgrounds. This aims to help provide assessments of participant behavior or attitudes based on target objective indicators." (RG, FASEL.Inc)

The evaluation results from psychologists provide objective assessments of participants' leadership competencies. As the client stated: "The assessment from psychologists is very helpful for us to see the performance potential of management trainee employees." (AG, Client)

Evaluation and assessment are conducted objectively. The main purpose is to assess the suitability of the training program in relation to what was planned during the program design. Therefore, the results of this evaluation and assessment become benchmarks in the next stages.

Monitoring Stage

Subsequently, participant planning results are stored by FASEL.Inc, then follow-up or checking is conducted within 3 months post-program implementation. On the other hand, HRD, as the internal company responsible party, also holds copies of these targets and the psychologist team's observation results during training processes. Ideally, adventure-based leadership training processes at FASEL.Inc are followed by periodic monitoring activities.

Ideally, the adventure-based leadership training process at FASEL.Inc is followed by periodic monitoring activities. The adventure-based leadership training program "Leadership Camp" is conducted by FASEL.Inc has a target objective of self-discovery for participants during the training program. Therefore, the monitoring process needs to be conducted to review the application of personal action plans that participants had previously written during the program.

"The monitoring process is carried out within a time span after the program is completed. This process aims to monitor participant progress based on commitments that have been written in their journals. Because the book is at FASEL.Inc, what we ask will refer to each individual's Personal Action Plan. However, due to participant and company time limitations, this process often cannot be implemented" (RG, FASEL.Inc)

In line with this, the facilitator also explained the need for post-activity monitoring processes. "The monitoring process ideally needs to be implemented, especially with help from internal companies, so that the expected output can be achieved optimally. But often there are time limitations

due to participant busyness when returning to work routines, so the monitoring process cannot run according to plan" (ED, Facilitator 1)

This aligns with the client's opinion about the post-program monitoring process in the company. "Due to time limitations, it tends to be difficult for vendors to implement the monitoring process. So, we work around this condition by conducting internal monitoring. Usually, we will confirm with direct supervisors and colleagues, especially about which attitude changes are visible and how their work patterns have changed after implementing the training. We also monitor the results of these discussions and compare them with personal action plans that participants have previously written." (AG, Client)

Model Effectiveness and Differentiation

Adventure-based training development has complex and continuous processes. Through direct field research, researchers found that FASEL.Inc follows program development flows from assessment to program evaluation. Initial assessment needs processes, FASEL.Inc considers conducting assessments as important for determining appropriate targets and implementation techniques. This supports Mahmud et al. (2019) opinion that without appropriate assessments, training, and development programs, they become less effective because they do not meet employee performance improvement needs.

In the next stage, FASEL.Inc formulates program planning by dissecting the objectives expected to emerge from the training process. Program planning is essential for designing adventure-based training programs (Hodgson & Berry, 2011). Through this program planning, FASEL.Inc can analyze further about aspects needed to support the running of training programs, for example the number of teams needed, materials that must be prepared, logistics, and so on.

Building on this foundation, adventure-based training programs emphasize experiences in facing field situations. Therefore, preparation and adjustment are crucial because situations experienced by participants during adventure activities often simulate those previously encountered or similar in daily life (Silberman, 2007). This aligns with Setiawati (2021) explanation that adventure activities are designed to train participants or learners not only to test their courage but also to develop character values and individual leadership spirits in facing real challenges outside their daily routines.

Adventure-based training programs provide space for participants to learn from experience. This refers to the importance of debriefing, which serves as a medium to present metaphors or parables of conditions that are almost the same in real life. Situations encountered during adventure activities may be similar to those in daily life, so these experiences need to be integrated deeply (Silberman, 2007).

As emphasized earlier, adventure activities present various challenges and obstacles that are diverse and often unpredictable due to their natural nature. Uncertain field situations are very good for forming participant character and attitudes in arranging strategies and making decisions (Beard & Wilson, 2013). Ultimately, the APPEEM model provides systematic approaches that ensure adventure-based training effectiveness through comprehensive stages, from initial assessment to long-term monitoring.

The training process does not stop when field activities are finished. Related Kolb (1984) 4 cycle stages, FASEL.Inc has programs to support active experimentation stages by inviting participants to write Personal Action Plans, also abbreviated as PAP. PAP is the result of participant reflection and contemplation, which is then derived into concrete targets to be implemented after training is completed. This is in line with Dewey's opinion Hodgson & Berry (2011) that evaluation of program implementation is better focused on program output, or in this case, is the assessment of participant objective indicators.

FASEL.Inc will store the participant planning result, then follow-up or checking is done within 3 months after program implementation. On the other hand, HRD as the internal responsible party of the company also holds copies of these targets and observation results from the psychology team during the training process. This aligns with Kitchen & Jeurissen (2006) opinion that monitoring processes is

necessary to confirm plans, with processes being undertaken as efforts to develop skills. The findings of this study support Kolb (1984) experiential learning theory, particularly in emphasizing concrete experience and reflective observation as key elements in leadership development. Compared to conventional leadership training models that rely heavily on cognitive instruction, the APPEEM model highlights experiential challenges and structured reflection as mechanisms for behavioral change. However, the effectiveness of the model may vary depending on organizational culture, facilitator competence, and participant readiness, which suggests the need for further empirical testing across different organizational contexts.

CONCLUSION

This study concludes that the APPEEM model provides a systematic and experiential framework for adventure-based leadership training, particularly for management trainee programs. The model effectively integrates assessment, planning, implementation, evaluation, and monitoring stages to support leadership skill development through experiential learning. Although the study is limited to a qualitative descriptive approach within a specific organizational context, the findings offer practical implications for leadership training practitioners and provide a foundation for future research to empirically test the effectiveness of the APPEEM model using quantitative or mixed-method approaches.

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