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## Exploring the Relationship between Leadership Style and Local Culture to the Formation of Student Character and Personality at the Faculty of Social and Political Sciences

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### ABSTRACT

This study investigates the relationship between leadership styles employed by educators and the formation of character and personality among students at the Faculty of Social and Political Sciences. Utilizing qualitative methods, including direct observation and in-depth interviews, the research emphasizes how different leadership approaches can be adapted to align with local cultural contexts, facilitating better interaction between educators and students. It highlights that a strong personality is essential for future leaders, and thus, educators must employ effective leadership styles to positively influence their students. The findings indicate that the character and personality development of students is significantly shaped by the leadership styles of their educators. Furthermore, diverse leadership approaches can complement one another, contributing to a holistic development of students' character and personality in preparation for their future roles as leaders.

Keywords: Character, Personality, Leadership Style

### INTRODUCTION

Good human resource management plays an important role and has an impact on the management of "human" assets for the achievement of a good goal and progress (Mahapatro et al., 2021). Of course, the role of a leader is very vital to support the implementation of this well, in this case with the ability to influence others through direct or indirect communication, the ability to direct or move the other party so with understanding, awareness and is to his will, and can motivate him.

Leaders, in this case, can also adjust their leadership style to the regional/local cultural situation that comes from the local area, and also of course varies so that it can have an influence on the behavior of individuals, groups and organizations. Therefore, leadership and culture are certainly closely related. In other words, these different practices are called contingency. However, with the times, the study of leadership is also growing and it is important

to develop future research that explains how the characteristics and styles of leadership like what is around us / local culture, precisely on students of the Faculty of Social and Political Sciences. There are five approaches to leadership theory categorized by Turner (2018), namely: (1) trait approach, (2) behavioral approach, (3) power- influence approach, (4) situational approach, and (5) integrative approach. In its development, the situational leadership theory approach, where the leader is able to read the dynamics of the situation and styles to be applied in certain situations Robbins and Judge in (Jufri et al., 2022). Bolden (2023) also explains that the situational approach emphasizes the importance of contextual factors such as the nature of the work carried out by the leadership unit, the nature of the external environment, and the characteristics of the followers.

The situational theory approach known as the contingency model of Usman (2023)



argues that the way or style of leadership and the suitability of the situation determine the magnitude of the leader's role in the effectiveness of group or organizational performance. Another situational leadership model is from Hersey Blanchard. Courie (2023) that basically leadership Of and Blanchard identifies four specific leadership behaviors from highly directive, participative, supportive to delegative. The ability and readiness of followers determine which leadership behavior is most effectively applied.

Therefore, this study and research is also raised, in order to find out about how the interaction between leadership styles and local cultural backgrounds affects the development of inner character and individual personality focused as what is around Panca Marga University, especially students of the Faculty of Social and Political Sciences. It is also expected that from the research question formulated in this study is to understand the relationship between these two factors, effective intervention strategies can be found to improve the inner character and personality of individuals in various organizational and community contexts, especially in students of the Faculty of Social and Political Sciences.

### **METHOD**

This research was conducted at Panca Marga University which is located at Jl.Yos Sudarso 107, Pabean, Dringu District, Probolinggo Regency. This research also applies a descriptive research method with a qualitative approach, with the type of activity that involves direct observation and interviews in order to obtain primary data, more precisely the unit of analysis in this study is the relevant parties of student informants of the Faculty of Social and Political Sciences, then with this research method in order to explore their views on the leadership style applied and its influence on character and personality. Interview questions are designed to get in-depth and relevant information. Meanwhile, secondary data is also needed, which is information collected indirectly from research subjects, such as documentation: curriculum, educational policies, and academic records, to support

analysis, or literature studies such as research journals.

## **RESULT and DICUSSION**

### **1. Leadership from Fiedler's Contingency Theory and Hersey-Blanchard's Situational Theory**

#### **a. Educator and Student Relationship**

The relationship between educators and students has an important influence in shaping superior character and personality. When educators communicate with students effectively and provide support for how to behave and act which will be related to character and personality in the future. If the relationship is limited, then indirectly the leadership style that educators apply cannot be accepted as a whole by students optimally. In this relationship also has several benefits, such as increasing material understanding, good relationships between lecturers and students allow students to understand lecture material better (Afshari et al., 2017). Educators who have good relationships with students can explain material in a more appropriate way and adapted to the character of students, increase self-confidence, educators who establish good relationships with students can increase student self-confidence. Students who have good relationships with educators usually have more knowledge than students who do not have relationships and building relationships with educators can improve student communication skills. Educators who have good relationships with students can help students to communicate in a polite and friendly way.

#### **b. Task structure**

Educators at Panca Marga University will support this task structure factor by means of a firm and straightforward delivery to students, a straightforward and easy-to-understand language style can make it easier for students to understand and feel comfortable accepting the tasks, directions and orders given. With an open personality from Panca Marga University educators, it can provide an advantage to students in understanding all the tasks they get. as well

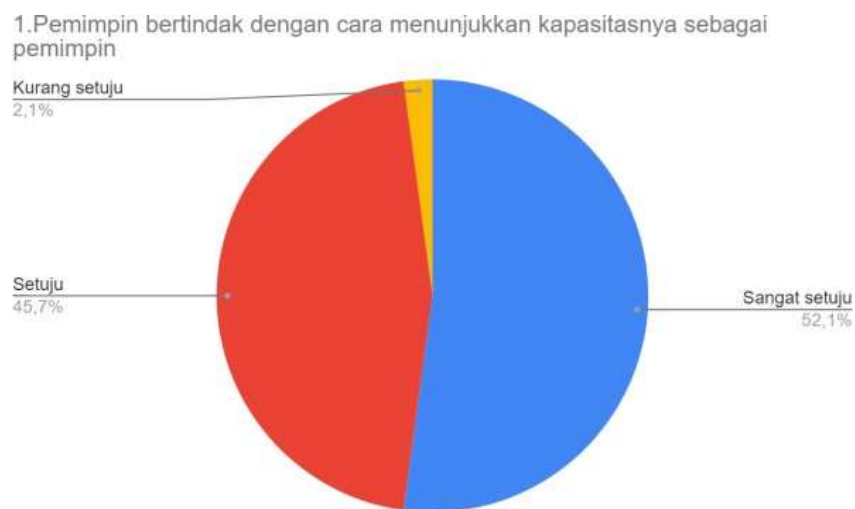
as students do not hesitate to ask questions and also ask if the student has difficulty showing that the leader is extra, which in terms of personality is significantly positively related to students seeing him as an educator who has a personality that is open to experience.

An educator's openness can be a good influence on students. creativity is linked to a

more open culture and results in higher levels of trust.

### c. Leadership Style

Leadership style can indeed affect the character and personality of students, especially student of the Faculty of Social and Political Sciences, Panca Marga University. The following are the results of the author's analysis through the questionnaire.



In the first element, a statement is included on how the assessment of students of the Faculty of Social and Political Sciences in educators acts by

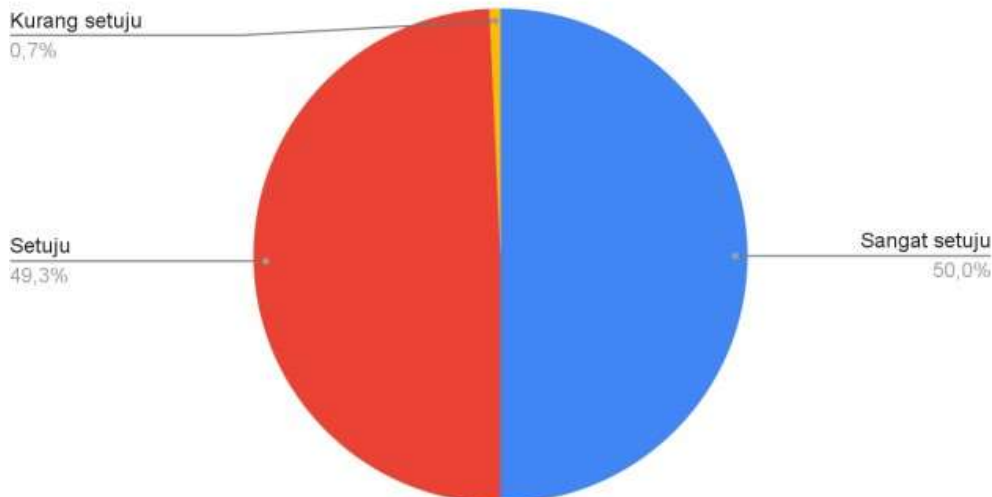
showing their capacity as educators. The survey results state that, students who disagree 2.1%, agree 45.7% and who strongly agree 52.1%.



In the second element, a statement is included on how the assessment of students of the Faculty of Social and Political Sciences in educators provides opportunities to participate in decision

making. The survey results state that, students who disagree 3.6%, agree 45.0%, disagree 0.7% and who strongly agree 50.7%.

3. Pemimpin memberikan tugas kepada mahasiswa dengan deadline yang ditetapkan, dan disertai award dan punishment



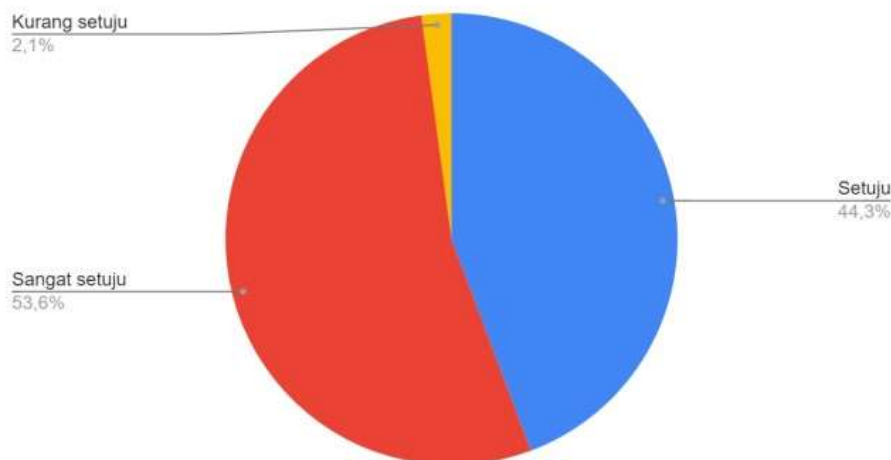
In the third element, a statement is included on how the assessment of students of the Faculty of Social and Political Sciences in educators gives assignments to employees

with a set deadline, and dissertation awards and punishments. The survey results state that, students who disagree 0.7%, agree 49.3% and who strongly agree 50.0%.

In the fourth element, a statement is included on how the assessment of students of the Faculty of Social and Political Sciences in educators provides an

opportunity to achieve a task in their own way. The survey results state that, students who disagree 2.1%, agree 44.3% and who strongly agree 53.6%.

4. Pemimpin memberikan kesempatan untuk mencapai suatu tugas dengan caranya sendiri



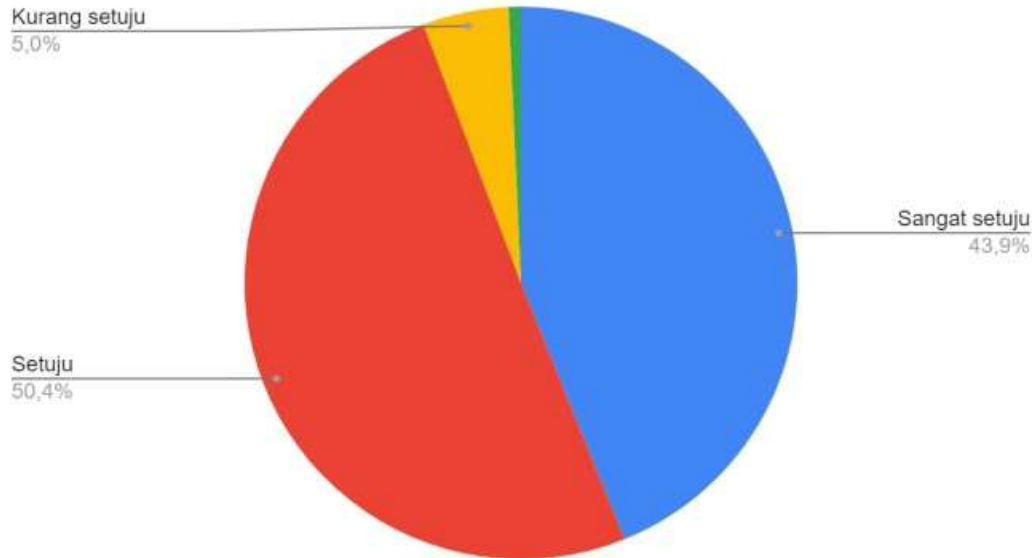
In the fifth element, a statement is included on how students of the Faculty of

Social and Political Sciences assess in educators paying attention to the

importance of values in communicating the goals achieved. The survey results state

that, students who disagree 2.9%, agree 46.4% and who strongly agree 50.7%.

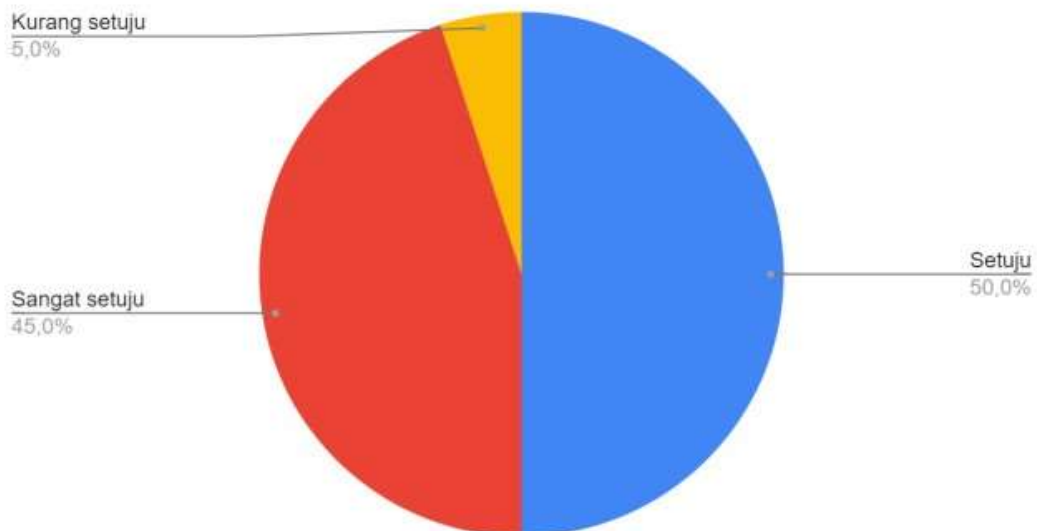
6. Pemimpin cenderung melibatkan mahasiswa dalam pengambilan keputusan.



In the sixth element, a statement is included on how the assessment of students of the Faculty of Social and Political Sciences in educators tends to involve students in

decision making. The survey results state that, students who disagree less than 5.0%, agree 50.4% and who strongly agree 43.9%.

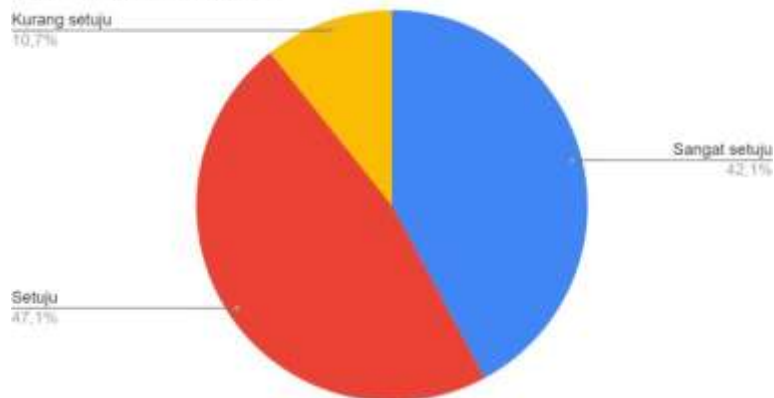
7. Pemimpin sering memberi kebebasan dalam pengambilan keputusan dan tanpa ada campur tangan



In the seventh element, a statement is included on how the assessment of students of the Faculty of Social and Political Sciences in educators often gives freedom

in decision making and without any interference. The survey results state that, students who disagree less than 5.0%, agree 50.0% and who strongly agree 45.0%.

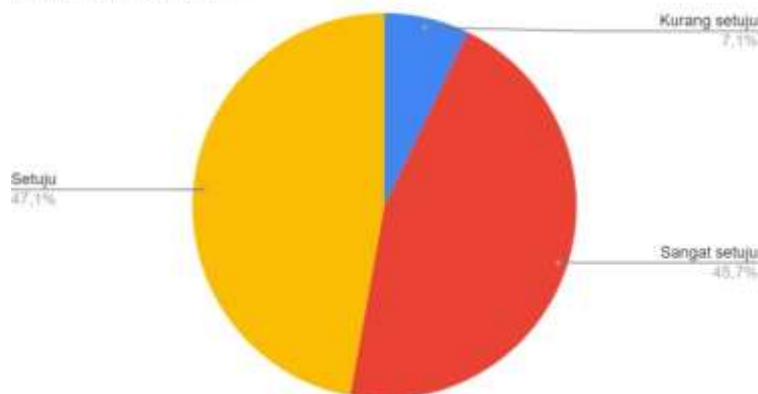
8. Pemimpin selalu memberikan hukuman terhadap mahasiswa yang diketahui telah melakukan kesalahan.



In the eighth element, a statement is included on how the assessment of students of the Faculty of Social and Political Sciences in educators always gives punishment to students who are known to

have made mistakes. The survey results state that, students who disagree less than 10.7%, agree 47.1% and who strongly agree 42.1%.

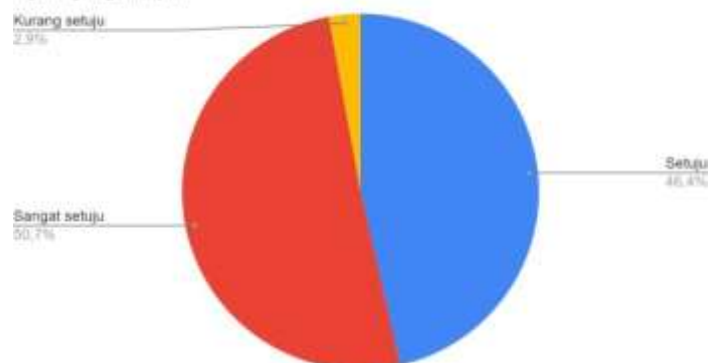
9. Pemimpin selalu memberi pengarahan dalam menjalankan tugas atau pengambilan keputusan.



In the ninth element, a statement is included on how the assessment of students of the Faculty of Social and Political Sciences in educators always gives

direction in carrying out tasks or making decisions. The survey results state that, students who disagree less than 7.1%, agree 47.1% and who strongly agree 45.7%.

5. Pemimpin memperhatikan pentingnya nilai-nilai dalam mengkomunikasikan tujuan yang dicapai.





In the survey results and calculations that the author has made, it can be concluded that the results of students who agree are at 44-50%, who disagree 2-10%, who strongly agree 43-53% and who disagree 0.7%. As well as calculating the index of

$$\begin{aligned} \text{Index} &= \frac{\text{Average} \times 25}{\text{Element} \times 100} \\ &= \frac{39.91695786 \times 25}{9 \times 100} \\ &= 1,108804385 \end{aligned}$$

From these results it can be seen that the average student chooses to strongly agree with the leadership style at Panca Marga University, especially the students of the Faculty of Social and Political Sciences.

### CONCLUSION

This study highlights the importance of the relationship between leadership style and local culture in an educational context, particularly among Public Administration students at Panca Marga University. The research suggests that leaders need to adapt their leadership style to the local cultural situation to positively influence individual and group behavior. The five approaches to leadership theory identified by Yukl (2005) provide a framework for understanding this dynamic, with an emphasis on the situational approach that allows leaders to choose the most effective style based on context.

The survey results show that students have a positive view of their involvement in decision-making and participation in the learning process. Students tend to agree that educators provide opportunities for participation and freedom in decision-making, reflecting a democratic leadership style that encourages collaboration.

Overall, this study emphasizes that developing leadership styles that are responsive to local culture and involve student participation can improve the quality of education and prepare students to become effective leaders in the future. Further research is expected to dig deeper into the

achievement of indicators of the Exploring the Relationship between Leadership Style and Local Culture to the Formation of Student Character and Personality at the Faculty of Social and Political Sciences

characteristics and leadership styles that are relevant in the local context.

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