



How to lead major students to achieve organizational goals? an exploration

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ARTICLE INFO

Article history:

Received Aug 8, 2025
Revised Aug 20, 2025
Accepted Aug 30, 2025

Keywords:

Education
Education Leadership
Leadership Practices
Primary Teacher
Student Organization

ABSTRACT

Leadership in the major's student organization is a crucial factor in directing its members to achieve common goals. This research aims to explore how a leader can effectively lead students in the department to achieve organizational goals. Using a qualitative approach, data was collected through in-depth interviews, observations, and documentation of student organizational activities at the department level. The results of the study show that inclusive, participatory and transformational leadership styles, interpersonal communication skills, and an adaptive approach to group dynamics play an important role in organizational success. In addition, active involvement of members, clarity of vision, proportional division of roles and support from a number of department lecturers also strengthen the process of achieving goals. Therefore, this study aims to explore how the leadership carried out at HMJ PGSD Musamus University by the management of HMJ PGSD in the period 2024-2025 in order to achieve organizational goals.

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INTRODUCTION

Student organizations at the department level play an important role in supporting the formation of student character, leadership, and professionalism in the college environment (B. Lee et al., 2023). Because the Department Student Association (HMJ) is a strategic forum for students to develop their potential, expand their social networks, and contribute to academic and non-academic activities that are relevant to their scientific fields (Njonge, 2023). In this context, the Student Association of the Department of Elementary School Teacher Education (HMJ PGSD) Musamus University for the 2024-2025 period has an important role in supporting the strengthening of the capacity of PGSD students as prospective educators with professional and character and in particular the role of HMJ PGSD also contributes to the ongoing student activities in the department (Marwansyah et al., 2020).

However, the success of student organizations in achieving their goals is highly dependent on the quality of leadership carried out by its administrators. Leaders in student organizations are not only required to be able to manage work programs, but also must be able to build effective communication, create a collaborative work climate, and motivate members to be actively involved

(J. A. Martinez et al., 2021; Sparks et al., n.d.; Wallo et al., 2024). Leadership is one of the key elements in the process of achieving common goals in an organization. In the context of student organizations, leadership not only plays a role in regulating the course of activities, but also serves as the main driver in building teamwork, fostering member participation, and maintaining the direction and values of the organization (Asif, 2020; B. Lee et al., 2023).

According to Northouse (2016), leadership is the process of influencing a group of individuals to achieve a common goal (J. Martinez, 2014). This definition emphasizes that leadership is not just about structural power, but rather about interpersonal abilities to motivate, direct, and build trust among group members. In line with that, Yukl (2006) states that leadership involves the conscious influence used by individuals to guide, shape, and direct the behavior of members in order to achieve the goals of the group or organization (Yukl, 2006).

In the context of student organizations, a leader is required not only to have vision and commitment, but also skills in fostering communication, resolving conflicts, and encouraging active involvement of all members (Jain et al., 2010; J. A. Martinez et al., 2021). Effective leadership is essentially determined by the ability to adapt leadership style to the characteristics of the team and the organizational situation (Ben Zaied et al., 2015). Hersey and Blanchard (1970) explain that in situational leadership theory, leaders must be able to adapt, both in terms of communication style and in decision-making, depending on the readiness and maturity of the followers (Hoffman et al., 1970).

A good leader is also characterized by his or her ability to lead by example, listen to and respect members' input, and distribute responsibilities proportionately (Sparks et al., n.d.). Leadership is not a one-way process, but rather a reciprocal relationship between leaders and members. Thus, leading should not be understood as an act of commanding, but rather as an effort to serve, guide, and facilitate the achievement of individual and collective potential in the organization (Sharma & Al-Sinawai, 2019). In reality, leadership in HMJ often faces challenges such as lack of member participation, internal conflicts, and lack of managerial experience, especially in the context of students who are still in the stage of developing their identity. By applying these principles, leadership in student organizations will be more meaningful and impactful, not only on the success of the work program, but also in the formation of character and leadership of the young generation in the future (Everard et al., 2004; Njonge, 2023).

Therefore, academic studies that discuss leadership in student organizations tend to be more focused on the scope of university-scale or national-scale organizations, and have not explored much about the dynamics of leadership at the department level, especially in education departments such as Primary Teacher and Education Departments (J. Lee et al., 2022). Or in other words, if previous research has mostly discussed leadership research in schools, university-scale or national scale organizations, and very rarely research has discussed leadership research at the student level. So this research discusses leadership at the student level. Also the study discusses the influence of leadership style using quantitative methods, so this study discusses the influence of leadership style using qualitative methods (J. Lee et al., 2022; Ramberg & Modin, 2019; Sharma & Al-Sinawai, 2019).

The organizational characteristics of the education department have their own peculiarities, both in terms of goals, structure, and work culture that is closer to pedagogical values.

Therefore, this study aims to explore how the leadership carried out at HMJ PGSD Musamus University by the management of HMJ PGSD in the period 2024–2025 in order to achieve organizational goals. Using a qualitative approach, this study examines leadership strategies, challenges, and practices that arise during the management period. It is hoped that the results of this research can make a practical contribution to the development of student leadership within the education department, as well as become a reference in the management of student organizations that are more effective and sustainable.

RESEARCH METHODOLOGY

This research uses a qualitative approach with a type of exploratory descriptive research, which is research that explores things that have not been researched much before which aims to understand in depth how leadership is carried out in the student organization of the department, especially HMJ PGSD Musamus University for the 2024–2025 period (Kurnia et al., 2022; Lestari et al., 2023). The subjects of the study are the administrators and active members of HMJ PGSD Musamus University for the 2024–2025 period. The research was carried out within the Faculty of Teacher Training and Education (FKIP) Musamus University, Merauke, South Papua. Data is collected through:

In-depth interviews, observations and documentation studies (Meka et al., 2023). In-depth interviews are qualitative data collection techniques that are carried out through direct conversations between researchers and informants face-to-face or online with open-ended and flexible questions with the aim of exploring the in-depth understanding, personal experiences, values, motivations, and perceptions of the informants (Kalungwizi et al., 2020; Pamungkas et al., 2020). Meanwhile, participatory observation is a data collection technique with observation, in which the researcher is directly involved in the social activities of the group being studied, while observing behaviors, interactions, and dynamics that occur naturally (Wahyono & Zakiyah, 2020; Yu et al., 2024). And documentation studies are documentation studies are data collection techniques by collecting and analyzing written or visual documents related to the object of research with the aim of supporting, supplementing, or confirming data from interviews and observations (Crisnawati et al., 2022; Nirtha et al., 2025). Interviews were conducted with HMJ PGSD companions, chairman, secretary, treasurer, 3 division heads and 5 HMJ members. Participatory observation of organizational activities, including internal meetings and the implementation of HMJ PGSD work programs including the Ranking 1 competition work program, Department Anniversary, Basic Leadership Training activities. Documentation study of activities by taking pictures of activities that take place.

Data analysis was carried out using the technique of Miles and Huberman (1994), which included three stages as follows: Data reduction is the activity of filtering and summarizing important data from the results of interviews, observations, and documentation (Margareta et al., 2018; Nadeak et al., 2024). Then the analysis stage is the presentation of data. Data presentation is the stage of compiling data in the form of narratives and tables so that it can be easily analyzed. Next is the drawing of conclusions. Drawing conclusions is the stage after the data is presented, by formulating the main findings that answer the focus of the research.

The validity test was carried out through source triangulation and technique triangulation. Source triangulation is a technique for comparing data from various informants. Furthermore, triangulation techniques are comparing data from three different collection techniques, namely interviews, observations, and documentation (Paliling et al., 2024). So that data from the three data collection techniques will be compared to analyze the results and conclusions can be drawn.

RESULTS AND DISCUSSIONS

The results of this study show that the leadership of HMJ PGSD Musamus University for the 2024–2025 period is considered successful in carrying out management programs. The successful in carrying out management programs It is inseparable from the role, style and approach of the leader and all members involved in it. That inclusive, participatory and transformational leadership styles, interpersonal communication skills, and an adaptive approach to group dynamics play an important role in organizational success. In addition, active involvement of members, clarity of vision, proportional division of roles and support from a number of department lecturers also strengthen the process of achieving goals. This can be seen from the results of interviews with HMJ PGSD coaches and companions, 6 HMJ administrators including

the chairman, secretary, treasurer and 3 division heads and 5 PGSD student members. Based on the results of the interview with HMJ's companion, Mrs. EN stated that *"The management of the Student Association of the Department of Elementary School Teacher Education has been relatively successful. Because they managed to achieve most of the pre-established work programs. Among them, there are 9 work programs that have been successfully achieved out of 14 existing work programs and most of them are carried out according to the initial work plan. In addition, the administrators before the demission are also still willing to help the new administrators to carry out student activities, including electing new members in each division of the Department Association and helping in choosing a committee to welcome new students"*. Then an interview with the chairman of the HMJ board, namely NO who stated that *"true, so far we have achieved many things, including major programs such as Basic Leadership Training activities, Anniversaries, Rank 1 competitions for elementary school children in the city of Merauke have also been carried out very well. All of this was achieved thanks to the cooperation of a very compact team and the support of our companions, department heads and lecturers in the PGSD department. All work well together, even PGSD seniors and alumni also support us"*. Furthermore, an interview with the Secretary of the HMJ PGSD board, namely PS who stated that *"Our management is very cooperative, the chairman of HMJ has never been in place or out of town but is still able to delegate work well and continue to coordinate remotely, that moment occurred during the basic leadership training in 2024 because the chairman was sick and out of town. However, the chairman of HMJ PGSD does not leave his job and responsibilities as chairman and remains fully responsible for the ongoing program. All HMJ members work as much as possible without feeling burdened, all realize that everything we do to advance our beloved major, PGSD"*.

Thus, indeed, the management of PGSD is very compact and cooperative in carrying out the program even when the leader of the department association experiences obstacles but the leader still delegates tasks well to other administrators. So that there is no vacancy in the management and all members of the association of departments and members are very aware of the importance of good cooperation in achieving common goals. In addition, leadership style also influences the success of the PGSD major assembly program. The leader or chairman of the department student association is able to use an adaptive leadership style. This is evidenced by the results of interviews with the treasurer and 3 division heads. As a result of the interview with the treasurer, ND stated that *"at first we didn't know each other, especially the different batches of students, some were batches of 2022, some were 2023 and some were also batches of 2021. Each of us is different and our way of thinking and background are all different so at the beginning of the chairman's management and we are all asked to get to know each other. This is so that we will get to know each other and work well together later."*

In addition, the three divisions also stated the same thing, that their leaders were very open in communication and able to accommodate different opinions and were able to reduce the dynamics that occurred in the team. Among them was the head of the MS documentation division who stated that *"when we give opinions, the chairman and other HMJ management friends always try to be good listeners, suggestions and inputs for the progress of the organization are always listened to and always try to take a middle way from every difference of opinion that exists so that conflicts rarely occur even if they do not last long."* Thus, it can be said that good interpersonal communication skills, and being able to lead for all without discriminating between the backgrounds of one team member and another are characteristics of inclusive leadership. In addition, the management is also considered to be able to create a comfortable forum for everyone to dare to get involved. This is evident from the results of interviews with 2 spiritual divisions, namely EP and DS, where each EP is the coordinator of the spiritual religion of Christianity and DS is the coordinator of the spirituality of the Islamic religion. EP stated that *"all HMJ PGSD administrators accept the existing differences, because from the beginning we are different ethnicities and religions in the management of this Department Association. But we accept each other and cooperate well with each other, and I myself as the coordinator of the Christian spiritual division accept all members from diverse backgrounds, opinions, and abilities. Our Christmas and Easter religious activities program went smoothly and wisely and everything was well achieved"*.

Furthermore, DS as the coordinator of Islamic spirituality, DS stated that *"this management is very adaptive and transformative. Because our chairman is very enthusiastic in working even though our condition is very limited, because every activity we have to work and try everything independently, including independent fundraising efforts and all our programs are carried out well. Our leaders are also able to read the situation and change their approach according to the group's conditions. It's not just about technical flexibility, it's also about empathy, reflection, and wise decision-making. For example, during religious activities, all of us are involved in helping even though we are different religions, because our chairman also applies the same thing. Even when the Easter and Halal Bi Halal religious activities after Eid al-Fitr, we made it in the same period of time and became history for the PGSD department because it was the first time there was a religious activity that could be carried out in tandem for a period of time at the expense that we managed ourselves"*. Thus, it is true that the leadership style carried out by the HMJ PGSD management is inclusive, participatory, adaptive and transformational in encouraging member involvement, strengthening internal communication, and creating a positive and productive organizational atmosphere.

Furthermore, interviews were also conducted with five PGSD student members each DR, YP, DK, HA, and TB by asking their opinions about the leadership and management carried out in the HMJ PGSD organization. And each of them gave almost the same answer to the management and leadership carried out in the HMJ PGSD organization, namely the management of HMJ PGSD always strives for the program to be carried out and can be achieved well, including the DR who stated that *"the management has tried to run the program well and they are very enthusiastic in running the program, they are looking for their own funds to finance each program by conducting a bazaar, looking for donors and sponsorships, so that all programs are carried out well"*. Then an interview with YP who stated that *"the leadership has led well and is willing to work with the management team, never worked alone, always compact in working together, for example when we were all involved in helping them establish the PGSD stand"*. In addition, the DK also stated that *"Maybe this is the best management because many new programs have been implemented, in the past these programs did not exist in PGSD. Maybe there is but this is the first time it can be done. For example, Easter and Halal Bi Halal religious activities together and also the 1st ranking competition for elementary school children in the city of Merauke for the first time was carried out."* Thus, indeed the management and leadership carried out in the HMJ PGSD organization have succeeded in achieving the programs that have been set before, and even many new programs are implemented very well. Furthermore, the results of the interview with HA, and TB. The results of the interview with HA stated that *"The management is good and the achievements are also very good. Because they are limited in terms of program costs, but all programs can run well, because they are enthusiastic and compact for everything."*

Furthermore, the results of the interview with TB stated that *"the management of HMJ PGSD is good, the people are also compact, they work wholeheartedly. For example, when they were on their Anniversary, they invited us at that time in 2024 and we were still new students and had been involved in helping the management for joint health gymnastics activities. And we are also happy to be involved, besides that if a student member dies or is affected by a disaster, the management responds quickly and immediately provides assistance."* Thus, the leadership of HMJ PGSD is participatory and able to read the situation well. Also, the management of HMJ PGSD involves members and is very cooperative. So it can be concluded that the management of HMJ and the leadership of the HMJ PGSD organization were successful in achieving their organizational goals.

And this can also be seen from the high level of achievement of the work program. Of the total 14 main work programs planned at the beginning of the period, 10 programs were successfully implemented in full, 2 programs were partially implemented, and only 2 programs were not realized due to limited funds and time. Successful programs include academic activities such as educational seminars, digital workshops, namely the creation of learning media, leadership training, and social activities such as community service and literacy programs at partner elementary schools.

Table 1. Observation table for the implementation of the HMJ PGSD program 2024-2025

Program Name	Program Achievement	Managers Involved
Welcoming new students	Fully achieved	All
Educational Seminar	Fully achieved	All
Digital Workshop	Fully achieved	Some
Leadership training	Fully achieved	All
Dies Natalis	Fully achieved	All
Organizational Board	Not Achieved	Some
1st Ranking Competition between Schools	Fully achieved	All
Religious	Fully achieved	All
Procurement of PDH Clothes	Partially achieved	Some
Social Service	Fully achieved	All
Literacy in partner primary schools	Fully achieved	Some
New ADRT writing	Not Achieved	Some
Great deliberation	Fully achieved	Some
National level competition	Partially achieved	Some

Based on table 1. observation of the implementation of the HMJ PGSD 2024-2025 program, it is clear that there are 12 programs that have been achieved, 10 of which have been fully achieved and 2 of which programs have been partially achieved and 2 programs have not been achieved. Of the programs achieved, there are administrators who are fully involved in 7 programs and there are also administrators who are only partially involved. Although the involvement of the management is only partial, the achievements in the 3 programs can be fully achieved. This achievement shows that leadership in HMJ is not only administrative, but also able to mobilize members and build a collective commitment to succeed the organization's agenda. The documentation of program achievement includes the following:

**Figure 1.** Basic leadership training**Figure 2.** Ranking 1 competition



Figure 3. Dies Natalis of primary teacher and education department

From these pictures, it shows that the Students of the Department Association have indeed succeeded in achieving the program they set. The successful implementation of this program also reflects the ability of leaders to develop realistic plans and ensure the active involvement of all divisions. The results of interviews with the chairman of HMJ and several administrators indicate that the dominant leadership style is inclusive, participatory and transformational. The Chairman of HMJ provides space for each member to express their opinions, be involved in decision-making, and carry out their roles well according to their abilities. In addition, leaders are also active in motivating, inviting open discussions, and setting an example in engaging in activities.

This style is in line with participatory leadership theory (Lewin et al., 1939) and transformational (Bass & Riggio, 2006), which emphasizes the importance of collaboration, inspiration, and capacity building of members (Asharini et al., 2017; Rothwell & Kazanas, 1998). This approach has been proven to be able to create a positive organizational climate and increase a sense of ownership of the work program that is carried out (Breunig, 2017).

Some of the factors that support the success of this leadership include open communication between management, thereby accelerating coordination and problem solving. Clear and even distribution of tasks, which prevents workloads from piling up on one party. Discipline in running the program timeline, which makes activities more structured. Moral and administrative support from the faculty of the department, who provides legitimacy and direction when needed.

Although the majority of programs are running well, this study also found challenges such as lack of active participation from some management and non-management members, especially in internal activities that are routine. Budget limitations, which make some programs have to make efforts to find funds so that activities run optimally. Difficulty maintaining consistency between divisions, especially when academic schedules are busy. It is also based on research by Nasution & Mahendra (2025) which states that leadership faces a number of challenges, including the problem of lack of leadership character (Mahendra & Nasution, 2025). However, these challenges are successfully overcome through a flexible approach and dialogue between management, which is part of adaptive leadership skills. The success of leadership in HMJ PGSD provides an illustration that student leaders who are able to build open communication both with fellow administrators and lecturers of the PGSD department, divide roles fairly, and encourage active participation can create a productive and useful organization. This is an example of leadership practice that is contextual and relevant for student organizations of other departments, especially in the field of education.

CONCLUSION

The results of this study show that the leadership applied in the Primary Teacher and Education Student Association (HMJ) of Musamus University for the 2024-2025 period is relatively successful in directing the organization to achieve the planned goals. This is reflected in the achievements of the work program, which has mostly been successfully implemented. An inclusive, participatory, and transformational leadership style has proven to be successful in encouraging member

engagement, strengthening internal communication, and creating a positive and productive organizational atmosphere.

This success is supported by several factors, including realistic program planning, equitable division of tasks, open communication between administrators, and support from the supervisory lecturers and a number of lecturers majoring PGSD. Despite some challenges, such as uneven member participation and limited resources, an adaptive and collaborative leadership approach can bridge these obstacles.

Thus, it can be concluded that the success of leading major students requires a combination of inclusive, participatory, transformative and visionary leadership, strong interpersonal skills, and a supportive organizational environment. If previous research mentioned that the success of the organization is determined by the leadership style of the organization, then in this study it was found that all leadership roles, styles and approaches participate in determining the success of achieving organizational goals. These findings can be a practical reference for other student organization administrators in developing leadership patterns that are oriented towards achieving common goals.

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