

The effect of organizational culture on student leadership skill development in student organizations at Universitas Airlangga

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Abstract

Organizational culture can shape student leadership skills through experiences, interactions, and responsibilities within student organizations. This study aims to analyze the effect of organizational culture on student leadership skills in student organizations at Universitas Airlangga. A quantitative approach was employed with 100 student members of the BEM Faculty of Vocational Studies and UKM Penalaran selected through *purposive sampling*. The data were analyzed using descriptive statistics, validity and reliability tests, normality and linearity tests, simple linear regression, *t*-test, *F*-test, and coefficient of determination. The results indicate that organizational culture has a positive and significant effect on student leadership skills ($\beta = 0.609$; $t = 7.591$; $p < 0.001$), explaining 37% of the variance ($R^2 = 0.370$). These findings demonstrate that a strong organizational culture can provide a strategic environment for developing communication and problem-solving abilities as essential components of student leadership skills.

Keywords: Organizational culture; Student leadership skills; Student organizations; Communication; Problem solving.

Abstrak

Budaya organisasi menjadi salah satu faktor yang berpotensi membentuk keterampilan kepemimpinan mahasiswa melalui pengalaman, interaksi, dan tanggung jawab dalam organisasi kemahasiswaan. Penelitian ini bertujuan untuk menganalisis pengaruh budaya organisasi terhadap keterampilan kepemimpinan mahasiswa pada organisasi kemahasiswaan di Universitas Airlangga. Penelitian ini menggunakan pendekatan kuantitatif dengan melibatkan 100 mahasiswa pengurus BEM Fakultas Vokasi dan UKM Penalaran yang dipilih melalui *purposive sampling*. Data dianalisis menggunakan statistik deskriptif, uji validitas dan reliabilitas, uji normalitas dan linearitas, regresi linear sederhana, uji *t*, uji *F*, dan koefisien determinasi. Hasil penelitian menunjukkan bahwa budaya organisasi berpengaruh positif dan signifikan terhadap keterampilan kepemimpinan mahasiswa ($\beta = 0,609$; $t = 7,591$; $p < 0,001$), dengan kontribusi sebesar 37% ($R^2 = 0,370$). Temuan ini menegaskan bahwa budaya organisasi yang kuat dapat menjadi lingkungan strategis untuk mengembangkan kemampuan komunikasi dan pemecahan masalah sebagai bagian dari keterampilan kepemimpinan mahasiswa.

Kata Kunci: Budaya organisasi; Keterampilan kepemimpinan mahasiswa; Organisasi kemahasiswaan; Komunikasi; Pemecahan masalah.

Introduction

Universities serve not only as institutions for knowledge transfer but also as spaces for developing students' competencies to meet social and professional demands. Muammar and Alhamad (2023) argue that higher education institutions need to respond to the demands of 21st-century skills by strengthening students' *soft skills*. Fauzi et al. (2024) also demonstrate that student participation in organizations should be viewed as part of the educational experience that may be associated with student outcomes. One setting for such development is student organizations, including the Student Executive Board (BEM), Student Activity Units (UKM), and student associations. Tesa and Slipilia (2025) found that student organizations can support character education through organizational experiences, while Khodijah et al. (2024) position organizations as part of students' character development and professional readiness. Therefore, student organizations serve as learning spaces beyond the classroom.

The need for these skills has become increasingly important because students are expected not only to understand academic knowledge but also to work with others and make decisions in dynamic situations. Fuady et al. (2022) demonstrate that student association organizations can provide opportunities to develop *soft skills* through shared activities and responsibilities. Rahman et al. (2024) found that involvement in student associations is associated with students' academic experiences. Meanwhile, Susanto et al. (2024), through the development of an upgrading program based on *design thinking*, demonstrated improvements in students' organizational skills. Paraiso and Mallillin (2025) also examined student organizations in relation to managerial decision-making. These experiences are important because leadership does not develop solely through conceptual understanding but through practice in dealing with members, managing activities, solving problems, and taking responsibility for decisions. Thus, student organizations become spaces for leadership learning beyond the classroom.

Within organizations, this developmental process does not take place in a neutral environment but is influenced by a culture that shapes how members work and interact. Amaliyah et al. (2023) describe organizational behavior as the study of people, interactions, and behavior within organizations, making it relevant for understanding members' patterns of work. Riani (2023) identifies adaptation, mission, involvement, and consistency as four factors for understanding organizational culture. Burhanuddin et al. (2024), through research involving students at six public universities, found that university organizational culture influences students' academic behavior. Dirwan et al. (2024) also demonstrated that organizational culture is associated with motivation and satisfaction within higher education environments. Baharun et al. (2025) found that organizational culture is related to *mindfulness* among

madrasah teachers. These findings indicate that culture shapes members' behavioral patterns, including how they interact, participate, and carry out their responsibilities.

Student leadership skills are associated with the ability to influence members, build cooperation, and address problems that arise within groups. Irawan et al. (2022) explain that leadership abilities include directing members' activities, building commitment to organizational goals, and fostering cooperation. Wijiharta et al. (2022), through a review of 26 articles, concluded that active participation in organizations can strengthen *soft skills*, including leadership *soft skills*. Based on in-depth interviews with 10 students at Universitas Trunojoyo Madura, Yolanda et al. (2024) found that organizations help develop communication, collaboration, time management, and problem-solving skills. Hasanah et al. (2023) demonstrated that project-based learning can also develop students' leadership skills. Hidayat et al. (2025), through a qualitative case study, positioned organizational dynamics as an important context for student leadership. Thus, leadership skills develop through social experiences and organizational responsibilities.

The relationship between organizational culture and leadership skills can be understood through how organizational values are translated into members' work habits. Kareem et al. (2025) demonstrated that organizational culture in educational settings is associated with leadership, personal commitment, and the characteristics of a *learning organization*. José et al. (2025) found that organizational culture is related to perceived performance through organizational support and is influenced by motivation. Starkutė (2023) showed that adaptability can be expressed through school organizational culture when organizations face change. Yonasta and Tung (2024) also emphasized the importance of adaptive leadership in developing organizational culture and commitment. Nasution and Sinaga (2023), through a study of student organizational dynamics within the *Kampus Merdeka* program, demonstrated that changes in educational policy also influence student organizational dynamics. Gökalp and Soran (2022) found that organizational culture mediates the relationship between leadership styles and performance. Therefore, an adaptive, goal-oriented, participatory, and consistent culture can provide an environment that supports the practice of student leadership.

Research on student organizations and leadership development has examined the issue from various perspectives. Haber-Curran and Pierre (2023) explain that student involvement in clubs, organizations, and student government can serve as a catalyst for *leadership identity* development. Skalicky et al. (2018) propose a framework for student leadership development that emphasizes institutional support and structured learning experiences. In Indonesia, Rinaldhi et al. (2024) examined organizational culture and leadership in relation to student organizational performance through work commitment, while Maria et al. (2025) analyzed organizational culture in relation

to the effectiveness of student leadership training programs. Baha et al. (2025) demonstrated that *santri* organizational culture and *Basic Leadership Training* are associated with organizational performance and discipline. However, these studies have primarily focused on identity, performance, training, or support for leadership development. Few studies have directly examined the effect of organizational culture on student leadership skills based on adaptation, mission, involvement, and consistency.

Based on this research gap, this study aims to analyze the effect of organizational culture on student leadership skills in student organizations at Universitas Airlangga. Organizational culture is positioned as the independent variable, comprising adaptation, mission, involvement, and consistency, while leadership skills are assessed through communication and problem solving. This focus is important because previous studies have more often examined organizational involvement, *soft skills*, leadership characteristics, performance, or leadership identity separately. Ghassani et al. (2020), for example, found that organizational culture and *self-leadership* affect student performance in *startups*, but the study was not conducted in the context of student organizations. Idauli et al. (2021) demonstrated that student organizations develop nontechnical skills through cooperation and collaboration. This study brings these two lines of inquiry together by empirically examining the direct relationship between organizational culture and student leadership skills in the context of student organizations at Universitas Airlangga.

Method

This study employed a quantitative approach. This approach was selected to obtain objective and measurable results for hypothesis testing (Waruwu et al., 2025). The study was conducted in student organizations at Universitas Airlangga to analyze the effect of organizational culture on student leadership skills. Organizational culture served as the independent variable, while student leadership skills served as the dependent variable. The organizational culture variable comprised four dimensions derived from the book by Amaliyah et al. (2023), namely Adaptation, Mission, Involvement, and Consistency. These dimensions consisted of several indicators: openness to innovation, ability to adapt, ability to learn from experience, understanding of the organization's vision and mission, alignment of activities with organizational goals, goal achievement orientation, member participation, member empowerment, teamwork, adherence to organizational values, agreement among members, and coordination among members. Meanwhile, the student leadership skills variable comprised two dimensions: Communication and Problem Solving (Darmawan, 2022). The questionnaire used a five-point Likert scale: (1) Strongly Disagree, (2) Disagree, (3) Neutral, (4) Agree, and (5) Strongly Agree (Sa'adah et al., 2024).

The population consisted of Universitas Airlangga students who participated in student organizational activities, with the sample comprising administrators of the Student Executive Board (BEM) of the Faculty of Vocational Studies and the Student Activity Unit (UKM) Penalaran. The sampling technique used was *purposive sampling*, in which respondents were selected based on criteria relevant to the study (Ramadani et al., 2025). A total of 100 respondents participated in the study. The data were analyzed statistically in several stages. The first stage involved descriptive statistics. The second stage consisted of instrument quality testing. The third stage involved classical assumption tests, and the final stage included simple linear regression analysis, *t*-test, *F*-test, and coefficient of determination (R^2). The study also applied the principles of *anonymity* and *confidentiality* to protect the confidentiality of respondents' data (Batariola et al., 2026).

Results and Discussion

Respondent characteristics: Sex and age

The characteristics of respondents in this study are presented based on their sex and age. The data were obtained by distributing questionnaires to Universitas Airlangga students who were actively involved in student organizations and met the study criteria. The respondents were administrators of the Student Executive Board (BEM) of the Faculty of Vocational Studies and the Student Activity Unit (UKM) Penalaran. A total of 100 respondents were obtained during the data collection process, all of whom were deemed valid and included in the analysis. These characteristics are presented to provide an overview of the profile of the students who served as the data source for this study. The distribution of respondents by sex and age is presented in Table 1. Presenting these characteristics also provides context for the findings, particularly because this study focuses on organizational culture and the leadership skills of students who are actively involved in student organizations.

Table 1. Characteristics of research respondents

Characteristic	Category	Frequency (f)	Percentage (%)
Sex	Male	30	30
	Female	70	70
Age	18–20 years	64	64
	21–23 years	34	34
	>23 years	2	2

Source: Primary data processed by the authors, 2026.

Based on Table 1, the respondents were predominantly female students, with 70 respondents or 70%, while male students accounted for 30 respondents or 30%. This composition indicates that the number of female respondents was more than twice

that of male respondents. In terms of age, most respondents were between 18 and 20 years old, comprising 64 respondents or 64%. This was followed by 34 respondents or 34% aged 21–23 years, while only 2 respondents or 2% were over 23 years old. Thus, the respondent profile primarily represents students aged 18–20 years who are actively involved in student organizations. These characteristics provide an initial overview of the sample composition used in the subsequent analysis.

Overall, the distribution of respondents indicates that the sample consisted predominantly of female students and students aged 18–20 years. These characteristics were not used to examine differences in leadership skills based on sex or age, as both aspects were included solely as descriptive information about the respondents. Therefore, the findings in this section are not intended to suggest that sex or age determines students' leadership skills. Instead, this information serves to clarify the context of the sample underlying the analysis of the relationship between organizational culture and leadership skills. By understanding the composition of the respondents, readers can gain a clearer picture of the students who served as the data source before proceeding to the instrument testing and subsequent statistical analyses. This also helps situate the research findings within the context of the student organizations where the data were collected.

Validity and reliability tests

The validity test was conducted to ensure that each statement item in the instrument accurately measured the construct under investigation. This test is important because the quality of the instrument determines the accuracy of the data used in the subsequent analysis (Rinaldhi et al., 2024; Zayrin et al., 2025). Based on the test results, all 24 items for the Organizational Culture variable had calculated r values greater than the r table value of 0.196, with values ranging from 0.289 to 0.684. Meanwhile, all 11 items for the Student Leadership Skills variable also had calculated r values above the r table value, ranging from 0.364 to 0.709. In addition to comparing the calculated r values with the r table value, the validity of the instrument was further supported by the significance values. All items had significance values below 0.05 and therefore met the validity criteria established in the study.

The detailed test results are presented in Table 2. For the Organizational Culture variable, the highest calculated r value was found for item X7 at 0.684, while the lowest was found for X9 at 0.289. Although X9 had the lowest correlation value, it still met the validity criteria because its value remained higher than the r table value and its significance was <0.004 . For the Student Leadership Skills variable, the calculated r values ranged from 0.364 to 0.709, with the highest value found for item Y3. All items for both variables were declared valid; therefore, no items needed to be eliminated. Thus, all 35 instrument items could be used in the subsequent analysis because they met the validity criteria established in this study.

Table 2. Instrument validity test

Dimension	Item	Calculated <i>r</i>	Sig.	<i>r</i> table	Description
Adaptation	X1	0.603	<0.001	0.196	Valid
	X2	0.537	<0.001	0.196	Valid
	X3	0.552	<0.001	0.196	Valid
	X4	0.524	<0.001	0.196	Valid
	X5	0.472	<0.001	0.196	Valid
	X6	0.578	<0.001	0.196	Valid
Mission	X7	0.684	<0.001	0.196	Valid
	X8	0.452	<0.001	0.196	Valid
	X9	0.289	<0.004	0.196	Valid
	X10	0.610	<0.001	0.196	Valid
	X11	0.676	<0.001	0.196	Valid
	X12	0.602	<0.001	0.196	Valid
Involvement	X13	0.615	<0.001	0.196	Valid
	X14	0.327	<0.001	0.196	Valid
	X15	0.513	<0.001	0.196	Valid
	X16	0.553	<0.001	0.196	Valid
	X17	0.384	<0.001	0.196	Valid
	X18	0.325	<0.001	0.196	Valid
Consistency	X19	0.674	<0.001	0.196	Valid
	X20	0.535	<0.001	0.196	Valid
	X21	0.421	<0.001	0.196	Valid
	X22	0.561	<0.001	0.196	Valid
	X23	0.557	<0.001	0.196	Valid
	X24	0.553	<0.001	0.196	Valid
Communication	Y1	0.596	<0.001	0.196	Valid
	Y2	0.438	<0.001	0.196	Valid
	Y3	0.709	<0.001	0.196	Valid
	Y4	0.639	<0.001	0.196	Valid
	Y5	0.503	<0.001	0.196	Valid
	Y6	0.619	<0.001	0.196	Valid
Problem Solving	Y7	0.364	<0.001	0.196	Valid

Y8	0.634	<0.001	0.196	Valid
Y9	0.574	<0.001	0.196	Valid
Y10	0.575	<0.001	0.196	Valid
Y11	0.477	<0.001	0.196	Valid

Source: Primary data processed by the authors, 2026.

After all items were declared valid, the next stage was the reliability test to assess the internal consistency of the instrument in measuring each variable. Reliability testing is necessary to ensure that the items within each variable produce consistent measurements and can be used for further analysis (Subhaktiyasa, 2024). In this study, instrument reliability was assessed using Cronbach's alpha. Based on the criteria applied, an instrument is considered reliable when its Cronbach's alpha value exceeds 0.70, while a value above 0.80 indicates a very high level of reliability (Mahkotawati et al., 2025). The reliability test results for the Organizational Culture and Student Leadership Skills variables are presented in Table 3. The values obtained for both variables indicate that all instruments met the established reliability criteria.

Table 3. Instrument reliability test

Variable	Number of Items	Cronbach's Alpha	Description
Organizational Culture	24	0.872	Reliable
Student Leadership Skills	11	0.760	Reliable

Source: Primary data processed by the authors, 2026.

Table 3 shows that the Organizational Culture variable, consisting of 24 items, obtained a Cronbach's alpha value of 0.872. This value exceeds 0.80, indicating very high internal consistency and suggesting that the statement items have adequate interrelatedness in measuring the same construct (Sobiri & Nashrullah, 2026). Meanwhile, the Student Leadership Skills variable, consisting of 11 items, obtained a Cronbach's alpha value of 0.760. This value also exceeds the threshold of 0.70, indicating that the instrument is reliable and has good internal consistency. Thus, all 35 items across the two variables could be retained and used in further analysis because they met the reliability criteria established in the study (Isa et al., 2026).

Classical assumption tests: Normality and linearity

Classical assumption tests were conducted to ensure that the data met the requirements necessary for linear regression analysis. One of the assumptions examined was linearity, which determines whether the relationship between Organizational Culture and Student Leadership Skills follows a linear pattern. As presented in Table 4, the *F* value for Deviation from Linearity was 0.774, with a significance value of 0.793. Since this value was greater than 0.05, there was no significant deviation from the linear relationship between the two variables.

Meanwhile, the significance value for the Linearity component was <0.001 , indicating a significant linear relationship. Thus, the relationship between Organizational Culture and Student Leadership Skills met the linearity assumption and was suitable for linear regression analysis.

Table 4. ANOVA linearity test

Source	Sum of Squares	df	Mean Square	F	Sig.
Linearity	978.115	1	978.115	52.969	<0.001
Deviation from Linearity	499.934	35	14.284	—	—

Source: Primary data processed by the authors, 2026.

A relationship between variables is considered linear when the significance value for Deviation from Linearity is greater than 0.05. The results in Table 4 show a significance value of 0.793, indicating that the linearity criterion was met. The classical assumption testing was then continued with the normality test to determine whether the residuals in the regression model followed a normal distribution. As shown in Table 5, the Kolmogorov-Smirnov statistic was 0.063, with an Asymp. Sig. value of 0.200. Since this value was greater than 0.05, there was insufficient evidence to conclude that the residuals were not normally distributed. The Monte Carlo approach also produced a significance value of 0.437. This value was above 0.05, with a 99% confidence interval ranging from 0.424 to 0.450. These results indicate that the residuals met the normality assumption.

Table 5. Kolmogorov-Smirnov normality test

Source	Value
N	100
Kolmogorov-Smirnov Statistic	0.063
Asymp. Sig.	0.200
Monte Carlo Sig.	0.437
99% Confidence Interval	0.424-0.450

Source: Primary data processed by the authors, 2026.

In addition to statistical testing, residual normality was visually examined using a histogram and a Normal P-P Plot. This visual examination was conducted to observe the residual distribution pattern more directly. Figure 1 presents the standardized residual histogram for the model, with Student Leadership Skills as the dependent variable. The histogram indicates that the residual distribution approximates a normal distribution. Most residuals are concentrated around the center, while their frequency gradually decreases as the residuals move farther from the central point. The normal curve also follows the distribution of the histogram bars in a relatively balanced pattern. Although several residuals appear in the extreme regions, the overall pattern

remains close to a normal distribution. This visual finding supports the Kolmogorov-Smirnov test results, which previously indicated that the model residuals met the normality assumption.

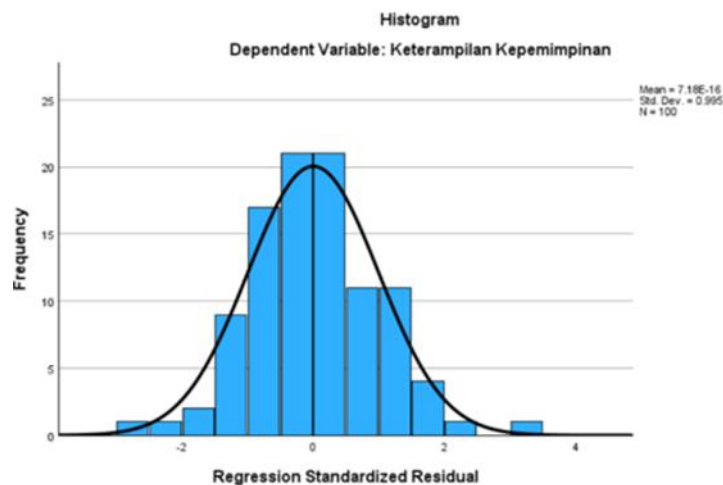


Figure 1. Normality histogram

Source: Primary data processed using IBM SPSS Statistics, 2026.

A further visual examination was conducted using the Normal P-P Plot, as presented in Figure 2. The graph illustrates the relationship between the observed cumulative probability (Observed Cum Prob) and the expected cumulative probability (Expected Cum Prob) of the standardized residuals. The observed points appear around the diagonal line and follow its direction from the lower to the upper part of the graph. Although slight deviations from the diagonal line can be observed in some areas, these deviations do not indicate an extreme or systematic pattern. This pattern suggests that the residual distribution generally approximates a normal distribution. The visual results in Figure 2 are therefore consistent with the histogram in Figure 1 and the Kolmogorov-Smirnov and Monte Carlo test results. Based on these findings, the residuals in the research model can be considered to meet the normality assumption.

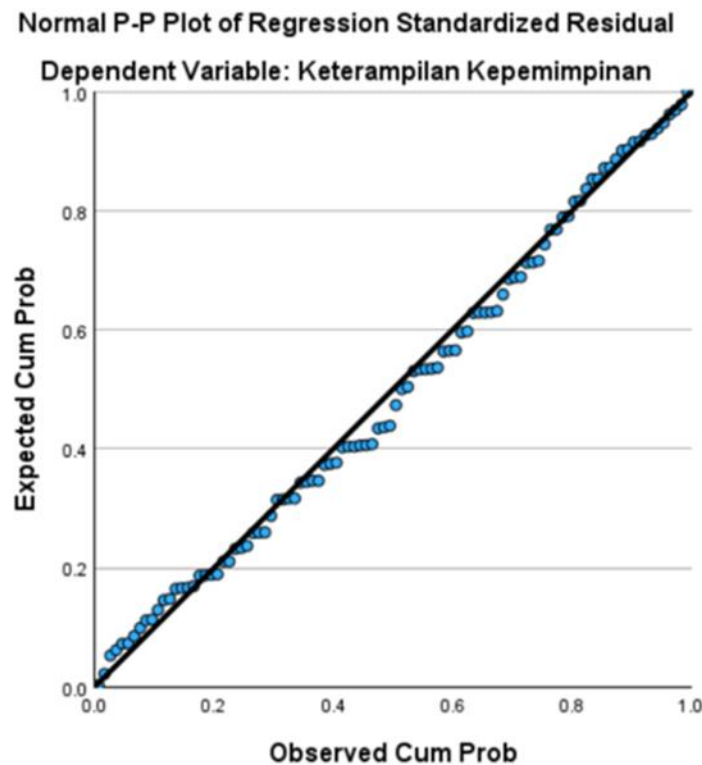


Figure 2. Normal P-P Plot

Source: Primary data processed using IBM SPSS Statistics, 2026.

Overall, the classical assumption tests indicate that both linearity and normality met the established criteria. The linearity test demonstrated that the relationship between Organizational Culture and Student Leadership Skills was linear, as indicated by the Deviation from Linearity significance value of 0.793, which was greater than 0.05, and the Linearity significance value of <0.001. Meanwhile, the normality test indicated that the residuals followed a normal distribution based on the Asymp. Sig. value of 0.200 and the Monte Carlo Sig. value of 0.437. These findings were further supported by the histogram pattern, which approximated a normal distribution, and the points in the Normal P-P Plot, which generally followed the diagonal line. With both assumptions satisfied, the data were considered suitable for subsequent linear regression analysis to examine the relationship between Organizational Culture and Student Leadership Skills.

Simple linear regression and hypothesis testing

Simple linear regression analysis was conducted to determine the direction and magnitude of the relationship between Organizational Culture as the independent variable and Student Leadership Skills as the dependent variable. The results of the regression coefficient analysis and partial *t*-test are presented in Table 6. The analysis yielded a constant of 8.107 and a regression coefficient for Organizational Culture of 0.335, with a *Standardized Beta* of 0.609. Based on these values, the resulting regression equation was $Y = 8.107 + 0.335X$. The positive regression coefficient indicates that

Organizational Culture has a positive relationship with Student Leadership Skills. In other words, higher levels of Organizational Culture are associated with higher predicted levels of Student Leadership Skills. The *t*-test was then conducted to determine whether the Organizational Culture coefficient had a statistically significant partial relationship with Student Leadership Skills.

Table 6. Regression coefficients and partial *t*-test

Variable	B	Std. Beta	<i>t</i>	<i>t</i> table	Sig.	Description
Constant	8.107	-	1.852	-	0.067	-
Organizational Culture	0.335	0.609	7.591	1.984	<0.001	Significant

Source: Primary data processed using IBM SPSS Statistics, 2026.

Based on Table 6, Organizational Culture obtained a calculated *t* value of 7.591, compared with a *t* table value of 1.984. The calculated *t* value being greater than the *t* table value indicates that the regression coefficient for Organizational Culture is statistically significant. This finding is further supported by the significance value of <0.001, which is lower than 0.05. Therefore, H0 is rejected and H1 is accepted. This finding indicates that Organizational Culture has a positive and significant relationship with students' Leadership Skills. The *Standardized Beta* value of 0.609 also indicates that the relationship between the two variables is positive in standardized terms. Meanwhile, the regression coefficient of 0.335 indicates that each one-unit increase in Organizational Culture is associated with a 0.335-unit increase in the predicted value of Student Leadership Skills. Following the partial test, the analysis proceeded with the *F*-test to assess the overall significance of the model.

The *F*-test was conducted to determine whether the regression model as a whole showed a significant relationship between Organizational Culture and Student Leadership Skills. The results are presented in Table 7. The calculated *F* value was 57.630, with a significance value of <0.001. Since the significance value was lower than 0.05, the regression model was statistically significant. Thus, the model used in this study was able to explain the relationship between Organizational Culture and Student Leadership Skills significantly. The *F*-test result is also consistent with the partial *t*-test, which previously demonstrated the significance of the Organizational Culture coefficient. Because the study included only one independent variable, the *F*-test essentially confirms the model significance already demonstrated by the *t*-test. The model's ability to explain variation in Student Leadership Skills was subsequently examined using the coefficient of determination.

Table 7. *F*-test results

Model	Sum of Squares	df	Mean Square	<i>F</i>	Sig.
Regression	978.115	1	978.115	57.630	<0.001
Residual	1,663.275	98	16.972	–	–
Total	2,641.390	99	–	–	–

Source: Primary data processed using IBM SPSS Statistics, 2026.

The coefficient of determination was used to assess the extent to which variation in Student Leadership Skills could be explained by Organizational Culture in the research model. The results of the coefficient of determination analysis are presented in Table 8. The *R* value of 0.609 indicates a positive relationship between the two variables, while the *R Square* value of 0.370 indicates that Organizational Culture explains 37% of the variance in Student Leadership Skills. In other words, the research model accounts for 37% of the variation in the dependent variable. Meanwhile, 63% of the variation in Student Leadership Skills remains outside the explanatory scope of the model and may be associated with other factors not examined in this study. The *Adjusted R Square* value of 0.364 indicates the explanatory capacity of the model after adjustment for the number of predictors used, while the *Std. Error of Estimate* of 4.120 represents the magnitude of the estimation error in the model.

Table 8. Coefficient of determination

<i>R</i>	<i>R Square</i>	<i>Adjusted R Square</i>	<i>Std. Error of Estimate</i>
0.609	0.370	0.364	4.120

Source: Primary data processed using IBM SPSS Statistics, 2026.

Overall, the analysis indicates that Organizational Culture has a positive and significant relationship with students' Leadership Skills. This is demonstrated by the regression coefficient of 0.335, the calculated *t* value of 7.591 with a significance value of <0.001, and the calculated *F* value of 57.630 with a significance value of <0.001. The *R Square* value of 0.370 indicates that 37% of the variance in Student Leadership Skills can be explained by Organizational Culture, while the remaining 63% lies outside the research model. These findings support the hypothesis that Organizational Culture has a positive and significant relationship with Student Leadership Skills. However, the substantial proportion of unexplained variance also indicates that students' leadership skills are not solely associated with organizational culture but may also be influenced by other factors not included in the research model.

The effect of organizational culture on student leadership skills

Organizational environments provide students with opportunities to learn leadership through direct experience. In this study, organizational culture was found to have a positive and significant effect on student leadership skills, with $B = 0.335$, $\beta = 0.609$, t

= 7.591, and $p < 0.001$. The positive coefficient indicates that the stronger the organizational culture perceived by students, the higher their leadership skills. This finding is consistent with Rosch and Nelson (2018), who examined 757 student organization members and found that student involvement in organizations during college was associated with leadership development. Skalicky et al. (2018) also emphasized that student leadership development requires structured learning experiences. Thus, organizational culture can be understood as a context that helps students transform organizational experiences into leadership skills.

The strength of organizational culture in this study can be understood through the four dimensions used: adaptation, mission, involvement, and consistency. These four dimensions not only describe the internal conditions of an organization but also provide behavioral patterns that students can learn while carrying out tasks collectively. Through a case study of UKMF JM Al-Ishlah FISHIPOL UNY, Ibrahim and Pratiwi (2025) found that a culture built around Islamic values, familial relationships, cooperation, tolerance, *syiar*, and mentoring functioned as a collective identity, behavioral guideline, source of cohesion, and means of capacity development and problem solving. These findings help explain the results of this study: a culture characterized by clear direction, rules, involvement, and consistent practices can create a learning environment in which students become accustomed to coordinating, taking responsibility, and adapting to organizational demands.

Communication skills represent one of the forms of leadership most closely connected to students' everyday experiences within organizations. When students participate in meetings, program coordination, task distribution, and the delivery of ideas, they not only carry out organizational activities but also practice conveying messages clearly and building mutual understanding. Based on interviews with 24 informants from eight higher education institutions in the Special Region of Yogyakarta, Hidayah et al. (2022) demonstrated that organizational participation provides a space for cadre development and leadership skill development. This finding is further supported by Idauli et al. (2021) among students in the Department of Chemistry at Universitas Pendidikan Indonesia, where 88% of respondents stated that organizations helped develop cooperation and collaboration. Therefore, the effect of organizational culture on leadership in this study can be seen through interaction patterns that encourage students to communicate and coordinate more effectively.

Experiences in dealing with real-world problems enable students' leadership skills to develop beyond the ability to express opinions. Within organizations, students need to set priorities, respond to conflicting interests, select alternative courses of action, and make decisions when programs do not proceed as planned. Through in-depth interviews with 10 students at Universitas Trunojoyo Madura, Yolanda et al. (2024) found that organizational activities contributed to the development of leadership

character and strengthened communication, collaboration, time management, and problem-solving skills. This finding is consistent with Dewanti et al. (2025), who involved 120 students from three higher education institutions in Bogor, Tuban, and Jakarta; their regression analysis showed that organizational involvement had a positive and significant effect on leadership and *soft skills*, particularly communication, teamwork, and decision-making. These findings clarify that organizational culture provides a practical context in which students learn to solve problems collectively.

The relationship between organizational culture and student development is also evident when the findings are compared with studies using different organizational outcomes. Ghassani et al. (2020) examined Accounting students at Universitas Ciputra Surabaya in project-based entrepreneurship learning and found that organizational culture and *self-leadership* affected student startup performance, whereas motivation did not show the same effect. Rinaldhi et al. (2024) subsequently examined 55 members of DEMA FTIK IAIN Ponorogo who participated in an organizational leadership program and positioned organizational culture and leadership as factors associated with organizational performance through work commitment. Compared with these two studies, the present study positions leadership skills as the primary outcome. This position extends previous discussions by demonstrating that organizational culture is associated not only with performance or program achievement but also with students' capacity to perform leadership functions.

Student leadership skills should nevertheless be understood as the outcome of a broader process rather than simply the presence of an organizational culture. The R Square value of 0.370 indicates that organizational culture explains 37.0% of the variance in student leadership skills, while the remaining 63.0% lies outside the research model. This finding is consistent with Wijiharta et al. (2022), who, through a review of 26 articles, emphasized that organizational activities support the development of students' *soft skills* and leadership skills, although their development occurs through diverse experiences. Haber-Curran and Pierre (2023) also explain that student involvement can serve as a catalyst for *leadership identity development*, particularly through clubs, organizations, student government, and cocurricular activities. Skalicky et al. (2018) further emphasize the importance of environments and pedagogical approaches intentionally designed to support leadership development. Therefore, organizational culture is an important factor but not the sole explanation for student leadership skills.

The findings of this study indicate that organizational culture should be viewed as part of the broader ecosystem of student leadership learning. Among the 100 Universitas Airlangga students active in the BEM of the Faculty of Vocational Studies and UKM Penalaran, the coefficient $\beta = 0.609$ indicates a relatively strong positive relationship, while the R Square value of 0.370 indicates the explanatory contribution of the model.

This finding is consistent with Burhanuddin et al. (2024), who surveyed 800 students from six public universities in Indonesia and found that organizational culture significantly influenced students' academic behavior. The present study extends this finding to the domain of leadership skills, while Dewanti et al. (2025) further reinforces the importance of organizational experiences for communication, teamwork, and decision-making. Therefore, strengthening an organizational culture that is adaptive, mission-oriented, participatory, and consistent can serve as a strategy for developing student leadership.

Conclusion

Organizational culture was found to have a positive and significant effect on student leadership skills in student organizations at Universitas Airlangga. This effect is indicated by a regression coefficient of 0.335, a *standardized beta* of 0.609, a *t* value of 7.591, and a significance level of $p < 0.001$, with an R^2 value of 0.370. These findings indicate that the stronger the organizational culture perceived and practiced by students, the more developed their leadership skills. This effect can be understood through the dimensions of adaptation, mission, involvement, and consistency, which provide patterns of interaction and experiences that encourage students to communicate, coordinate, solve problems, and make decisions. Thus, organizational culture is not merely an internal organizational condition but also a learning environment that enables students to develop leadership skills through direct organizational experience.

This study contributes by demonstrating that organizational culture can be positioned as an important context for developing student leadership skills, particularly among students active in the BEM of the Faculty of Vocational Studies and UKM Penalaran at Universitas Airlangga. Nevertheless, the R^2 value of 0.370 indicates that 63.0% of the variance in student leadership skills remains unexplained by the model, representing a limitation in accounting for the full range of factors that shape student leadership. In addition, the use of a quantitative approach with a purposive sample of 100 students limits the generalizability of the findings. Future research could expand the sample size and respondent characteristics, involve more student organizations and higher education institutions, and incorporate other relevant factors to provide a more comprehensive explanation of leadership skills. Qualitative or *mixed-methods* approaches could also be employed to explore more deeply how organizational culture is internalized by students and translated into leadership behavior.

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