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The Influence of Student Personality Behavior and Organizational Leadership on Self-Deflopment and Self-Efficacy as Mediator: PLS-SEM Analysis

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Abstract
One organization that plays a significant role in shaping the identity and development of migrant students is the Association of Indragiri Hilir Students (IPMI) Ponorogo. This association unites students from Indragiri Hilir studying in Ponorogo, providing a platform for solidarity, leadership, and cultural preservation. This study aims to examine the influence of students' personality culture and organizational leadership on self-development and its impact on self-efficacy. The research involved 48 active members of the Indragiri Hilir Student Association (IPMI) in Ponorogo, using the Partial Least Squares Structural Equation Modeling (PLS-SEM) approach. The results revealed that organizational leadership significantly influenced self-development ($\beta = 0.708$; $p = 0.002$), whereas personality culture had no significant effect on either self-development ($\beta = 0.155$; $p = 0.503$) or self-efficacy ($\beta = 0.300$; $p = 0.294$). Self-development had a strong and significant effect on self-efficacy ($\beta = 0.679$; $p = 0.001$). Additionally, self-development significantly mediated the effect of organizational leadership on self-efficacy ($\beta = 0.480$; $p = 0.009$), but not the effect of personality culture ($\beta = 0.105$; $p = 0.571$). The model's explanatory power was high, with R^2 values of 72.9% for self-development and 72.0% for self-efficacy. These findings highlight the critical role of organizational leadership in fostering students' personal growth and confidence.

Keywords
Personality culture; organizational leadership; self-development; self-efficacy; PLS-SEM

Introduction

University students as the next generation of leaders are required not only to achieve academic success but also to continuously develop their personal and social potential (Hidayah et al., 2022). Self-development is therefore an essential aspect that reflects students' readiness to face increasingly complex and dynamic future challenges. Within higher education, self-development does not occur solely in classrooms, but also through active participation in student organizations, which serve as arenas for learning leadership, social interaction, and character formation (Agissa, 2025; Pratama et al., 2023a; Wu & Kitan, 2025).

Nevertheless, student participation in organizational activities in Indonesia remains relatively low. According to the Ministry of Education, Culture, Research, and Technology , only about 37% of students are actively involved in intra- or extra-campus organizations (Irwanto, 2024). This phenomenon has been observed across multiple generations. For instance, Millennial students were once active in social-issue-based organizations but often struggled to balance academic and organizational commitments (Aulia et al., 2024). Meanwhile, Generation Z students tend to be more pragmatic and selective in their engagement, prioritizing academic achievement over organizational participation. Looking

ahead, Generation Alpha students are expected to face even greater challenges, particularly in relation to digitalization, individualism, and technology dependence. This indicates that issues of self-development through student organizations remain relevant across generations (Harefa & Waruwu, 2025; Kumendong et al., 2021).

One organization that plays a significant role in shaping the identity and development of migrant students is the Association of Indragiri Hilir Students (IPMI) Ponorogo. This association unites students from Indragiri Hilir studying in Ponorogo, providing a platform for solidarity, leadership, and cultural preservation. The uniqueness of this case lies in the fact that migrant students often experience social integration challenges in new environments, including differences in language, cultural practices, and academic interactions (Dianasari et al., 2022; Diandra et al., 2024). Previous studies have reported that migrant students frequently face cultural shock and social adaptation barriers, which can negatively affect their confidence and involvement in organizations. Hence, the specific case of Indragiri Hilir students in Ponorogo deserves attention, as they must negotiate between a strong regional identity and the cultural dynamics of their new environment (Ikhtiara, 2025; Supriatna, 2023).

From a theoretical perspective, the concept of personality culture highlights that personality is shaped by both individual traits and sociocultural background. Based on the Big Five Personality Traits, students who are open to new experiences, adaptive, and socially aware are expected to develop more effectively within organizations (Chen et al., 2025a; Wang et al., 2023). Consequently, personality culture was hypothesized to have a significant effect on self-development (Y) and self-efficacy (Z). However, the preliminary findings of this study indicate that this variable turned out to be non-significant, revealing a discrepancy between theoretical assumptions and empirical results. This mismatch may be explained by the organizational context of IPMI, where group solidarity and leadership exert stronger influences than individual personality traits (Akbar et al., 2024; Galindo-Domínguez & Bezanilla, 2021). In contrast, the results show that organizational leadership (X2) exerts a much stronger influence on student self-development, with a coefficient of ($\beta = 0.708$). This suggests that the quality of leadership particularly inspirational, communicative, and transformational leadership is more decisive in shaping member development than personality differences.

At the same time, there is a notable research gap very few studies have specifically examined regional-based student associations such as IPMI in relation to self-development and self-efficacy (Burhanuddin et al., 2024; Pratama et al., 2023b). Most prior research has focused on general intra-campus organizations or issue-based organizations, overlooking the cultural identity dimension and the distinctive leadership challenges inherent in regional associations (A-Maulud et al., 2024; Cahyorinartri, 2018). Addressing this gap provides the Therefore, this research aims to analyze the influence of personality culture and organizational leadership on self-development and self-efficacy among members of IPMI Ponorogo. The findings are expected to contribute theoretically to the literature on student development and practically to the management of student organizations, ensuring their adaptability to generational challenges in higher education (Fadillah & Dari, 2025).

Method

Research Sample and Procedure

The sample in this study consisted of active members of the Indragiri Hilir Student Association (IPMI) in Ponorogo, with a total of 48 respondents. The sampling method used was non-probability sampling with a purposive sampling technique (Dash & Paul, 2021; Hair Jr. et al., 2021). This technique was chosen to ensure that the respondents involved were individuals who were truly active in the organization and had experience in organizational dynamics, particularly in terms of self-development and leadership interactions. The respondent selection criteria included members who had joined and been active in IPMI Ponorogo for at least one year, and had participated in various organizational activities, either as participants, committees, or administrators. This selection was carried out so that the data collected reflected a deeper understanding of how student personality culture and organizational leadership influence the process of self-development in the context of regional student organizations.

The sample size of 48 respondents is considered sufficient for this study, given that the analysis method used is Partial Least Squares Structural Equation Modeling (PLS-SEM). PLS-SEM is widely recognized for its ability to handle small to medium sample sizes without compromising the validity of estimating structural relationships between constructs (Dash & Paul, 2021; Hair et al., 2020). According to the general rule of thumb, the minimum sample size in PLS-SEM should be at least ten times the largest number of structural paths directed toward a construct. In this study, there are two paths leading to the dependent variable (self-development), which means the minimum recommended sample size is 20 participants (Hair Jr. et al., 2021). Thus, with 48 respondents, the sample size is adequate to generate results that are valid within the scope of this specific organization and limitedly generalizable. Furthermore, previous studies have also demonstrated that PLS-SEM remains effective with relatively small sample sizes, provided that the sampling process is selective and representative Therefore, this study is expected to provide meaningful insights into the influence of personality culture and organizational leadership on student self-development within the context of IPMI Ponorogo.

Data collection technique

Data collection in this study was carried out using a closed questionnaire based on a Likert scale of 1 to 5, which was designed to measure several main constructs, namely: student personality culture (X_1) organizational leadership (X_2) self development (Y) self-efficacy (Z)

Table 1. Research Variable Construct

No	Variable	Indicators	Construction	References
1	X1: Personality Culture Student	Extroversion	PC 1	(Chen et al., 2025b; Ghassani et al., 2020; Rinaldhi et al., 2024)
2		Openness to experience	PC 2	
3		Personal responsibility	PC 3	
4		Emotional stability	PC 4	
5		Cultural integration	PC 5	
6		Cultural tolerance	PC 6	
7		Social adaptation	PC 7	
8		Cultural identity	PC 8	
9		Intercultural interaction	PC 9	

No	Variable	Indicators	Construction	References
10	X2: Organizational Leadership	The influence of role models	OL 1	(Grover & Amit, 2024; Pratami, 2022; Wean Chad Balangon et al., 2023)
11		Inspirational motivation	OL 2	
12		Intellectual stimulation	OL 3	
13		Individual attention	OL 4	
14		Open communication	OL 5	
15		Member empowerment	OL 6	
16		Leadership trust	OL 7	
17		Decision making participation	OL 8	
18		Development support	OL 9	
19	Y: Self Development	Self-awareness	SD 1	(Jiang et al., 2021; Kjellström et al., 2020; Reichard & Johnson, 2011)
20		Purpose of life	SD 2	
21		Learning independence	SD 3	
22		Learning initiatives	SD 4	
23		Self-evaluation	SD 5	
24		Capacity development	SD6	
25		Reflection of experience	SD 7	
26		Motivation to grow	SD 8	
27	Z: Self-Efficacy	Confidence in completing tasks	SE 1	(Lippke, 2020; McCormick, 2001; Schunk & DiBenedetto, 2022)
28		Resilience in the face of obstacles	SE 2	
29		Cross-situational confidence	SE 3	
30		Self control	SE 4	
31		Confidence	SE 5	
32		Business perseverance	SE 6	
33		The courage to try	SE 7	
34		Self-evaluation results	SE 8	

Statistical Analysis

Statistical analysis in this study uses the PLS-SEM measurement technique. The first stage is the outer model test which aims to test the validity and reliability estimation of indicators and constructs. The requirements that must be met in this stage include the indicator factor loading value> 0.70 and the Average Variance Extracted (AVE) value> 0.50 for reflective constructs. Reliability estimation is carried out using Cronbach Alpha, Rho_A, and Composite Reliability (CR) values with a minimum limit> 0.70. The next stage is the Goodness of Fit Model test, which aims to measure the predictive power and feasibility of the research model. The criteria used include predictive relevance (Q^2) from the blindfolding output, as well as the suitability of the model to the data using the Standardized Root Mean Square Residual (SRMR) value <0.10 and Normed Fit Index (NFI)> 0.50. Finally, an inner model test is carried out to determine the significance of the direct influence (direct hypothesis H-DIR1–4) and indirect influence (mediating role H-$IND_{1–2}$) between variables in the structural model. The description of the subject (in qualitative) or population and sample (in quantitative) along with the determination technique (through sampling technique or informant selection) needs to be clearly described. The research procedure is adjusted to the type of approach used, including the method of collecting and obtaining data. In experimental research, the type of experimental design used must be stated. The type of data, methods and instruments for collecting it, and the

technical implementation of data collection must also be explained in detail. In addition, how to analyze and interpret the collected data, as well as its relationship to the formulation of the problem and the objectives of the research, must be clearly explained.

Results

PLS-SEM Analysis: Outer Model

Outer model analysis defines how each indicator relates to its latent variables. In evaluating the measurement model (outer model), convergent validity, discriminant validity, and construct reliability are first carried out.15 The results of the PLS-SEM model path coefficient measurements are shown in Figure 1.

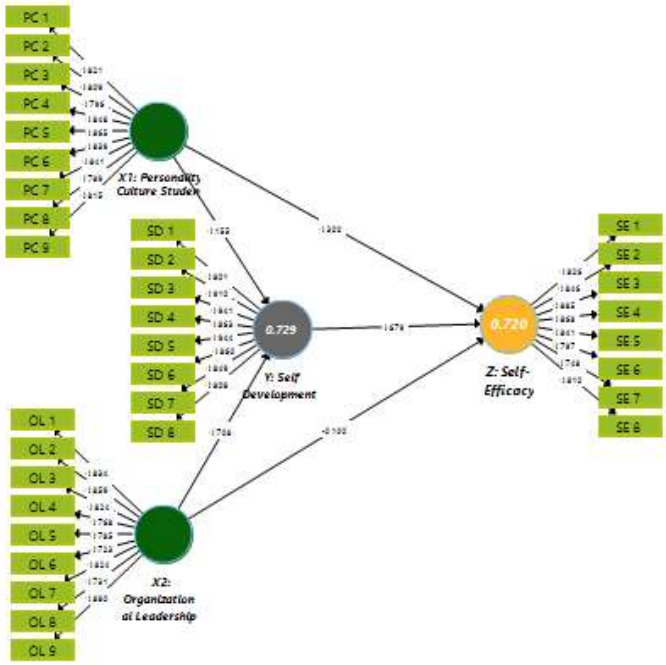

Figure 1. Evaluation of Measurement Model

The convergent validity value is the factor loading value on the latent variable and its indicators. Convergent validity is assessed based on the correlation between item scores and construct scores calculated using PLS-SEM, and a construct can have a good validity value if its factor loading value is more than 0.7. The AVE value exceeds 0.5. The following is a table of factor loadings and AVE values.

Table 2. Outer Model: Convergent Validity and Reliability

No	Variable	Indicator	Convert Validity		Consistency Reliability		
			FL (λ>0.70)	AVE (>0.50)	CA (α>0.70)	rho_A (φ>0.70)	CR (δ>0.70)
1	X1: Personality Culture Student	PC 1	0.821	0.681	0.943	0.952	0.950
2		PC 2	0.809				
3		PC 3	0.796				
4		PC 4	0.848				
5		PC 5	0.865				
6		PC 6	0.839				

No	Variable	Indicator	Convert Validity		Consistency Reliability		
			FL (λ>0.70)	AVE (>0.50)	CA (α>0.70)	rho_A (φ>0.70)	CR (δ>0.70)
7		PC 7	0.841				
8		PC 8	0.789				
9		PC 9	0.815				
10	X2: Organizational Leadership	OL 1	0.834	0.647	0.932	0.938	0.943
11		OL 2	0.859				
12		OL 3	0.824				
13		OL 4	0.768				
14		OL 5	0.785				
15		OL 6	0.723				
16		OL 7	0.824				
17		OL 8	0.731				
18		OL 9	0.880				
19	Y: Self Development	SD 1	0.801	0.763	0.955	0.959	0.963
20		SD 2	0.910				
21		SD 3	0.941				
22		SD 4	0.863				
23		SD 5	0.944				
24		SD6	0.860				
25		SD 7	0.849				
26		SD 8	0.808				
27	Z: Self-Efficacy	SE 1	0.826	0.686	0.935	0.941	0.946
28		SE 2	0.846				
29		SE 3	0.885				
30		SE 4	0.868				
31		SE 5	0.841				
32		SE 6	0.797				
33		SE 7	0.748				
24		SE 8	0.810				

The results of the validity and reliability tests indicate that all constructs in the study, namely PC, OL, SD, and SE, have met the eligibility criteria as measuring instruments. Testing of four research variables, namely PC, OL, SD, and SE, shows that all indicators meet the validity and reliability criteria. In the PC variable (9 indicators), the factor loading values (0.789–0.865), AVE (0.681), CA (0.943), rho_A (0.952), and CR (0.950) indicate that the indicators are valid and the constructs are reliable. The OL variable (9 indicators) has an FL between 0.723–0.880, AVE of 0.647, CA 0.932, rho_A 0.938, and CR 0.943, also showing strong results. The SD variable (8 indicators) showed the highest validity and reliability, with FL 0.801–0.944, AVE 0.763, CA 0.955, rho_A 0.959, and CR 0.963. Meanwhile, the SE variable (8 indicators) had FL 0.748–0.885, AVE 0.686, CA 0.935, rho_A 0.941, and CR 0.946, all of which met the minimum required limits. Thus, all constructs in this study have been proven valid and reliable based on FL values > 0.70, AVE > 0.50, and CA, rho_A, and CR > 0.70. The instrument is suitable for further analysis in testing the research model.

Table 3.R Square

Variables	R Square	Adjusted R Square	Decision
Z. Self-Efficacy	0.720	0.701	Moderate
Y. Self Development	0.729	0.717	Moderate

The results of the coefficient of determination analysis indicate that the model has a moderate explanatory power for both dependent variables. For Self-Efficacy (Z), the R Square value is 0.720 with an Adjusted R Square of 0.701. This means that 70.1% of the variance in student self-efficacy is explained by the independent variables in the model. According to the general SEM guidelines, this value falls into the "Moderate" category, although it is close to the threshold that can be considered "Substantial." For Self-Development (Y), the model shows an R Square of 0.729 and an Adjusted R Square of 0.717. This suggests that 71.7% of the variation in student self-development is explained by the predictor variables. Similar to Self-Efficacy, this value is classified as "Moderate," but it tends to approach the "Substantial" category as it exceeds the 0.67 benchmark often used in SEM classification.

PLS-SEM Analysis: Structural Model Evaluation (Inner Model)
Path Analysis and Hypothesis Testing

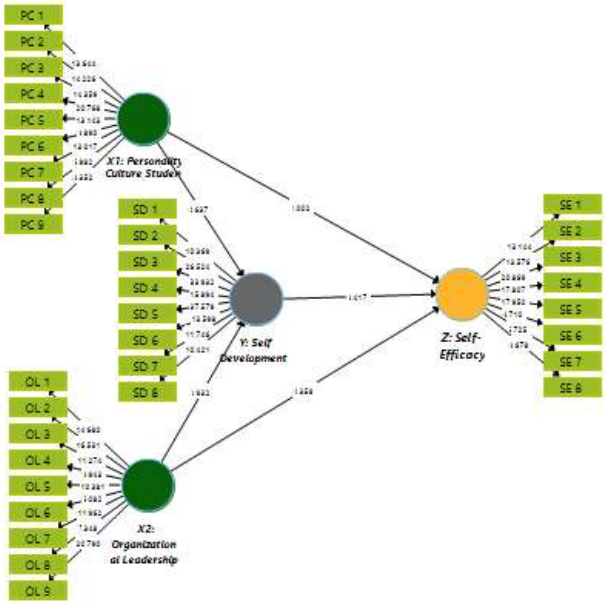

Figure 2. Structural Model Evaluation

The structural model was evaluated using R-square for the dependent variable and path coefficient values for the independent variables, which were then assessed for significance based on the t-statistic value of each path.18 The initial structural model analysis stage examined the R^2 value, effect size ($f2$), predictive relevance (Q2), VIF, and model fit.19 The output of the Smart PLS Bootstrapping process after external model testing is shown in **Figure 2.**

Table 4. Measurement of Structural Model f^2

Variables	*Y. Self Development*		*Z. Self-Efficacy*	
	Value	**Decision**	**Value**	**Decision**
X1. Personality Culture Student	0.012	Small	0.042	Small
X2. Organizational Leadership	0.245	Medium	0.004	Small

Y. Self Development	-	-	0.446	Large
Z. Self-Efficacy	-	-	-	-

The results of the f^2 analysis demonstrate that the effect of Personality Culture (X1) on both Self-Development (Y) (f^2 = 0.012) and Self-Efficacy (Z) (f^2 = 0.042) is classified as *Small*. This indicates that X1 contributes only a limited degree of explanatory power to the model, consistent with the non-significant path coefficients. In contrast, Organizational Leadership (X2) has a *Medium* effect size on Self-Development (Y) (f^2 = 0.245), suggesting that leadership exerts a more meaningful role in shaping students' growth process. However, the direct effect of X2 on Self-Efficacy (Z) is only *Small* (f^2 = 0.004) and statistically insignificant, indicating that leadership influences self-efficacy primarily through an indirect pathway mediated by self-development rather than directly. The strongest relationship is observed between Self-Development (Y) and Self-Efficacy (Z) (f^2 = 0.446), categorized as *Large*. This finding reinforces the role of self-development as a critical mediator that bridges organizational leadership with students' confidence in their own abilities. Overall, the f^2 results confirm that Y (Self-Development) is the most substantial predictor of Z (Self-Efficacy), while X1 (Personality Culture) has minimal direct impact, and X2 (Organizational Leadership) contributes significantly only through its effect on Y.

Table 5. Measurement of Structural Model Q2

Variables	Construct Cross-Validated (Q2)					
	Redundancy			Communal		
	SSO	SSE	Q^2	SSE	Q2	Decision
X1. Personality Culture Student	432,000	432,000		179,317	0.585	Strong Predictive
X2. Organizational Leadership	432,000	432,000		203,978	0.528	Strong Predictive
Y. Self Development	384,000	206,868	0.461	138,041	0.641	Strong Predictive
Z. Self-Efficacy	384,000	216,877	0.435	164,503	0.572	Strong Predictive

The results of the analysis show that all variables X1 (Personality Culture Student) and X2 (Organizational Leadership) show a strong predictive influence on the two dependent variables. Self Development (Y): With Q^2 = 0.461, the independent variable is able to predict 46.1% of the variation in student self-development. This reflects a strong predictive relationship (Strong Predictive). Self-Efficacy (Z): The Q^2 value = 0.435 indicates that 43.5% of the variation in self-efficacy can be predicted from the two independent variables, proving strong predictive power (Strong Predictive). The analysis of the Communality data shows a very strong predictive ability (Strong Predictive) on all model variables. Personality Culture Student has a Q^2 value of 0.585, indicating a strong predictive ability for 58.5% of the variance. Organizational Leadership with a Q^2 of 0.528 also shows substantial predictive power. The dependent variables show more impressive results: Self Development achieves the highest Q^2 (0.641), reflecting the model's ability to predict 64.1% of the variance in self-development. While Self-Efficacy with a Q^2 of 0.572 confirms a strong predictive relationship.

Table 6. Path Coefficient Results: Direct Effect

Hypothesis	Path Analysis	β-Values (+/-)	Sample Mean	SDV	T-Statistics (>1.96)	P-Values (<0.05)	Decision
H-DIR1	X1 → Y	0.155	0.179	0.231	0.670	0.503	N/A
H-DIR2	*X1 → Z*	0.300	0.237	0.286	1,051	0.294	N/A
H-DIR3	*X2 → Y*	0.708	0.694	0.231	3,064	0.002	Accepted
H-DIR4	*X2 → Z*	-0.100	-0.011	0.271	0.370	0.711	N/A
H-DIR5	*Y → Z*	0.679	0.649	0.210	3.231	0.001	Accepted

The results of the path analysis show that the relationship between the variables Personality Culture Student (X_1) and Self Development (Y) has a coefficient value of 0.155 with a significance value of 0.503. This indicates that the relationship is not significant, because the p value> 0.05. Likewise, the relationship between X_1 and Self-Efficacy (Z) of 0.300 is also not significant with a p value of 0.294. Meanwhile, the influence of Organizational Leadership (X_2) on Self Development (Y) was recorded at 0.708 and was statistically significant (p = 0.002), indicating that organizational leadership makes a strong contribution to student self-development. However, the influence of X2 on Z (Self-Efficacy) is actually negative (-0.100) and not significant (p = 0.711), which means there is no significant influence. The influence of Self Development (Y) on Self-Efficacy (Z) has a coefficient of 0.679 and is significant at the level of p = 0.001, which is one of the strongest influences in the model. This means that increasing self-development abilities significantly contributes to increasing students' self-confidence.

Table 7. Path Coefficient Results: Indirect Effects

Hypothesis	Path Analysis	β-Values (+/-)	Sample Mean	SDV	T-Statistics (>1.96)	P-Values (<0.05)	Decision
H-DIR1	X1 → Y → Z	0.105	0.136	0.185	0.567	0.571	N/A
H-DIR2	X2 → Y → Z	0.480	0.430	0.184	2.605	0.009	Accepted

The results of the mediation path analysis show that the influence of Personality Culture Student (X_1) on Self-Efficacy (Z) through Self Development (Y) is 0.105 with a significance value of 0.571. This value indicates that the mediation path is not significant, so Self Development is not effective as a mediator in the relationship between X1 and Z. On the other hand, the influence of Organizational Leadership (X_2) on Self-Efficacy (Z) through Self Development (Y) shows a coefficient of 0.480 with a significance value of 0.009, which means it is statistically significant. This shows that Self Development acts as an effective mediator in the relationship between organizational leadership and student self-efficacy.

Discussion

The finding that personality culture does not have a significant influence on self-development or self-efficacy provides space for reflection on the role of individual internal factors in the context of regional student organizations (De Vries & Miller, 1986) This may be due to the more dominant role of the organization in shaping behavior through social interaction, collective culture, and leadership structure, so that students' personal character

becomes less prominent as a direct predictor. In organizations based on regional similarities such as IPMI, local cultural values and collective norms can disguise individual variations originating from personality (Huda et al., 2024). Interestingly, this study also revealed that strong organizational leadership slightly reduced self-efficacy, although the effect was not statistically significant. This counterintuitive result may indicate the presence of a full mediation effect, where leadership influences self-efficacy primarily through the pathway of self-development rather than directly. In other words, leadership quality contributes to creating a supportive and motivating environment that facilitates student growth, but its impact on students' self-belief becomes apparent only after they undergo a process of self-development. One possible explanation is that an overly strong organizational focus may reduce members' independence in decision-making, slightly lowering their self-efficacy, which is later compensated through the positive influence of self-development. This suggests that organizational leadership plays a foundational role in shaping the conditions for growth, while personal confidence emerges as a by-product of accumulated experiences and successful adaptation (Bayraktar & Jiménez, 2020; Yunita & Darmastuti, n.d.-a).

This interpretation is in line with transformational leadership theory, which emphasizes that leadership influences motivation and personal development indirectly through relational and experiential processes (Bayraktar & Jiménez, 2020; Choi & Min, 2024). Similarly, highlight that self-efficacy is not instantly generated but develops progressively through structured learning, problem-solving, and social participation. The significant mediation path from organizational leadership through self-development to self-efficacy thus provides strong evidence for a mediated leadership efficacy model (Musadad et al., 2022; Yunita & Darmastuti, 2024).

From a practical standpoint, this finding implies that student organizations should not only strengthen their leadership structures but also provide systematic self-development programs Without adequate opportunities for personal growth, strong leadership may unintentionally limit students' autonomy and sense of agency, which are crucial for the formation of adaptive and competitive student profiles (Wahyutama & Maulani, 2022; Waluyowati et al., 2024) . Concrete strategies to address this include implementing leadership training that emphasizes inclusivity and empowerment, organizing mentoring systems where senior members guide newcomers in adapting to organizational and academic challenges, and facilitating soft skills workshops such as communication, teamwork, and problem-solving (Hapsari et al., 2024). For educational practitioners and organizational coaches, these approaches highlight the importance of fostering environments where leadership and self-development are mutually reinforcing rather than hierarchical and limiting (Pertiwi et al., 2023).

Conclusion

This study concludes that Organizational Leadership (X2) plays a central role in fostering students' self-development. An inspiring, open, and communicative leadership style helps create an environment that supports personal growth. Meanwhile, personality culture (X1) shows no significant direct effect on self-development, but it still carries important theoretical value. The absence of a direct effect may suggest that in a strong organizational

setting such as IPMI, collective dynamics and leadership outweigh individual personality traits as direct predictors of growth. This provides a unique theoretical insight into the influence of collective culture within student associations. Furthermore, self-development (Y) is proven to be a key factor in enhancing self-efficacy (Z). Learning experiences and personal reinforcement directly strengthen students' confidence. Self-development also functions as an effective mediator between organizational leadership and self-efficacy, underlining the critical role of a supportive organizational environment in shaping students' beliefs about their capacities. Interestingly, the findings also indicate a weak and insignificant negative relationship between X2 (organizational leadership) Z (self-efficacy). Although minor, this result is noteworthy as it may reflect that overly dominant leadership slightly reduces students' self-efficacy, or that the relationship is fully mediated through self-development.

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