

Student Organizational Involvement and Leadership Attitudes: A Quantitative Analysis of IPNU-IPPNU Activities in Indonesian Islamic Schools

Muhammad Nizar Firmansyah¹

¹ Universitas Islam Al Azhar Gresik, Indonesia;

ARTICLE INFO

Keywords:

*Organizational Engagement;
Leadership Development;
Student Leadership;
Islamic Student Organizations;
Quantitative Analysis.*

Article history:

Received 2026-02-16

Revised 2026-03-12

Accepted 2026-04-10

ABSTRACT

This study is grounded in the importance of student leadership development within educational institutions as a means of preparing responsible and capable future leaders. Student organizations, particularly Ikatan Pelajar Nahdlatul Ulama (IPNU) and Ikatan Pelajar Putri Nahdlatul Ulama (IPPNU), play a significant role in shaping leadership attitudes through active participation and character-building activities. The purpose of this research is to examine the influence of organizational activeness in IPNU-IPPNU on students' leadership attitudes at MTs Syarif Hidayatulloh Kemuning Kedamean Gresik. This research employs a quantitative approach using statistical analysis. Data were collected through questionnaires and documentation, with a total sampling technique applied to 70 students. The study analyzes the relationship between students' level of participation in organizational activities and their leadership attitudes. The findings reveal that organizational activeness has a significant influence on students' leadership attitudes. The coefficient of determination (R^2) shows that 68.2% of leadership attitudes are affected by participation in IPNU-IPPNU, while 31.8% is influenced by other factors. The regression equation ($Y = 5.653 + 0.791X$) indicates that increased organizational involvement positively contributes to leadership development. Hypothesis testing further confirms a significant effect, as the calculated t-value exceeds the critical value. These results imply that active involvement in student organizations can effectively enhance leadership qualities, suggesting that schools should encourage student participation in such organizations to foster leadership skills and character development..

This is an open-access article under the CC BY-SA license.



Corresponding Author:

Muhammad Nizar Firmansyah

INTRODUCTION

Student leadership development has become a crucial issue in contemporary education, particularly in shaping responsible, collaborative, and socially aware individuals (Adeoye et al., 2025; Agazu et al., 2025). Beyond formal classroom instruction, student participation in extracurricular and organizational activities plays a significant role in fostering leadership attitudes. In the Indonesian context, student organizations such as Ikatan Pelajar Nahdlatul Ulama (IPNU) and Ikatan Pelajar Putri Nahdlatul Ulama (IPPNU) are prominent platforms that integrate religious values with leadership training. These organizations not only promote moral development but also provide opportunities for students to practice communication, teamwork, and decision-making skills (Arianto et al., 2025; Haq & Roesminingsih, 2024). Therefore, examining the relationship between organizational activeness and leadership attitudes is both relevant and necessary, particularly through a quantitative approach that allows measurable and generalizable findings.

Previous studies have highlighted the important role of student organizations in developing leadership and character among learners. For instance, (Amar & Hlupic, 2016; Arifin et al., 2025; Chaman & Siddiqui, 2023; Chughtai et al., 2024) found that participation in student organizations contributes significantly to leadership character formation through structured activities and training programs. Similarly, (Ezzani et al., 2023; Yuliana et al., 2025) emphasized that organizational involvement enhances students' social responsibility and collaborative skills. Other studies also indicate that student participation in organizations improves communication skills, discipline, and self-confidence (Aula & Sutamaji, 2024).

In the context of Islamic student organizations, IPNU and IPPNU have been widely recognized as platforms that foster leadership and religious character development. Mukhlis et al. (2021) reported that these organizations play a strategic role in instilling religious values and strengthening social awareness among students. Furthermore, (Haq & Roesminingsih, 2024; Ibrahim et al., 2024) argued that leadership training within such organizations effectively builds responsibility, teamwork, and organizational skills. However, most of these studies rely on qualitative approaches and descriptive analysis, leaving a gap in quantitative evidence that measures the extent of the relationship between organizational activeness and leadership attitudes.

Based on these limitations, this study aims to examine the influence of organizational activeness in IPNU-IPPNU on students' leadership attitudes at MTs Syarif Hidayatulloh Kemuning Kedamean Gresik. Unlike previous studies, this research specifically focuses on quantifying the relationship between these two variables using statistical analysis. The purpose of this paper is to complement and strengthen existing literature by providing empirical evidence that explains how far organizational participation contributes to leadership development among students.

Furthermore, this study seeks to test the hypothesis that there is a significant positive effect of IPNU-IPPNU organizational activeness on students' leadership attitudes. It is assumed that higher levels of participation in organizational activities will lead to stronger leadership characteristics among students. By testing this hypothesis, the research aims to provide a clearer understanding of the role of student organizations in educational settings and offer practical implications for schools to enhance leadership development through structured organizational involvement.

METHODS

This study employed a quantitative research design to examine the effect of organizational activeness in IPNU-IPPNU on students' leadership attitudes. A quantitative approach was selected because it allows the researcher to measure the relationship between variables objectively and to test the proposed hypothesis statistically. The study was conducted at MTs Syarif Hidayatulloh Kemuning Kedamean Gresik, focusing on students who were involved in the IPNU-IPPNU organizational environment.

The population of this study consisted of 70 students, and all members of the population were included as research participants. Therefore, this study applied a total sampling technique, in which the entire population was used as the sample. This technique was considered appropriate because the population size was relatively small and accessible, enabling the researcher to obtain comprehensive data from all respondents.

Data were collected through questionnaires and documentation. The questionnaire was used as the main instrument to measure two variables: organizational activeness as the independent variable and students' leadership attitudes as the dependent variable. Meanwhile, documentation was used to support and complement the primary data obtained from the questionnaires. The collected data were then analyzed using statistical analysis, including simple linear regression, to determine the extent to which organizational activeness influenced leadership attitudes.

To test the hypothesis, the study used the t-test to identify whether the influence of organizational activeness on leadership attitudes was statistically significant. In addition, the coefficient of determination (R^2) was used to measure how much variance in students' leadership attitudes could be explained by organizational activeness. Through this analytical procedure, the study aimed to provide empirical evidence regarding the relationship between participation in IPNU-IPPNU and leadership development among students.

FINDINGS AND DISCUSSION

Organizational Activity of IPNU IPPNU

The data describing the IPNU IPPNU organizational activity scores were obtained from a questionnaire consisting of 16 items. It was distributed to the respondents (the respondents in this study were 70 students) who are members of the IPNU IPPNU Student Council at MTs Syarif Hidayatulloh Gresik. The questionnaire response scores are presented as numbers that have been interpreted for ease of understanding. Furthermore, the personality questionnaire response scores can be seen in the following table:

I

Frequency Distribution of IPNU IPPNU Organizational Activity

No.	Interval	Category	F	%
1	64 < score ≤ 80	Strongly Agree	25	36
2	48 < score ≤ 64	Agree	43	61
3	32 < score ≤ 48	Neutral	2	3
4	16 < score ≤ 32	Disagree	0	0
5	≤ 16	Strongly disagree	0	0

Source: Excel Data Analysis

Based on the table above, it can be seen that 25 students (36%) answered "strongly agree," 43 students (61%) answered "agree," 2 students (3%) answered "neutral," and 0 students (0%) answered "disagree" or "strongly disagree."

From the above calculations, the data is then grouped into the following relative frequency distribution table relative frequency table below:

II
Frequency Distribution of IPNU IPPNU Organizational Activity

No.	Category	Score Range	F	%
1	High	> 80	25	36
2	Moderate	16–80	45	64
3	Low	< 16	0	0

Based on the table above, it can be seen that 25 students (36%) fall into the high category, 45 students (64%) fall into the moderate category, and 0 students (0%) fall into the low category. Based on the high, moderate, and low score categories above, it can be concluded that religious behavior was most frequently observed in the moderate category (64%), indicating that the level of activity of the IPNU-IPPNU organization falls into the moderate category.

Leadership Attitudes

The data description regarding Leadership Attitude scores was obtained from a questionnaire consisting of 14 items. It was distributed to the respondents (the respondents in this study were 70 students) who are members of the IPNU IPPNU Student Council at MTs Syarif Hidayatulloh Gresik. The questionnaire response scores are presented as numbers that have been interpreted for ease of understanding. Furthermore, the personality questionnaire response scores can be seen in the following table:

III

Frequency Distribution of Leadership Attitudes

No.	Interval	Category	F	%
1	64 < score ≤ 80	Strongly Agree	29	41
2	48 < score ≤ 64	Agree	38	54
3	32 < score ≤ 48	Neutral	3	4
4	16 < score ≤ 32	Disagree	0	0
5	≤ 16	Strongly disagree	0	0

Source: Excel Data Analysis

Based on the table above, it can be seen that 29 students (41%) answered “strongly agree,” 38 students (54%) answered “agree,” 3 students (4%) answered “neutral,” and 0 students (0%) answered “disagree” or “strongly disagree.”

From the above calculations, the data is then grouped into the following relative frequency distribution table relative frequency table below:

IV
Frequency Distribution of Leadership Attitudes

No.	Category	Score Range	F	%
1	High	> 80	29	41
2	Medium	16–80	41	59
3	Low	< 16	0	0

Based on the table above, it can be seen that there are 29 students (41%) in the high category, 41 students (59%) in the moderate category, and 0 students (0%) in the low category. Based on the high, moderate, and low score categories above, it can be concluded that religious behavior had the highest frequency in the moderate category at 59%, indicating that leadership attitudes fall into the moderate category.

Instrument Validation

Validity Test

Validity is a measure indicating the degree to which an instrument accurately reflects the concept being studied. Validity testing is used to assess the accuracy of an item in a questionnaire, determining whether the item accurately measures what it is intended to measure.

The validity test in this study used the *Product Moment* correlation technique. If the calculated *r* is greater than the table *r*, then the questionnaire is considered valid. Meanwhile, if the calculated *r* is smaller than the table *r*, then the questionnaire is considered invalid. And the correlation probability value {sig. (2-tailed)} ≤ significance level 0.05 ($\alpha = 5\%$).

The critical value of *r* for a sample size of 70 respondents at a 5% significance level is 0.235. Therefore, if the calculated *r* is greater than 0.235, the instrument is considered valid.

The following are the results of the validity test for variable X, namely the IPNU IPPNU Organizational Activity system:

V

Validation of Student Leadership Attitudes

No	Calculated r	Table R $\alpha = 0.05 : n = 70$	Notes
1	0.450	> 0.235	Valid
2	0.319	> 0.235	Valid
3	0.636	> 0.235	Valid
4	0.557	> 0.235	Valid
5	0.573	> 0.235	Valid
6	0.643	> 0.235	Valid
7	0.658	> 0.235	Valid
8	0.522	> 0.235	Valid
9	0.653	> 0.235	Valid
10	0.656	> 0.235	Valid
11	0.429	> 0.235	Valid
12	0.563	> 0.235	Valid
13	0.696	> 0.235	Valid
14	0.648	> 0.235	Valid
15	0.645	> 0.235	Valid
16	0.509	> 0.235	Valid

Based on the results of the validity test of the items in the student leadership attitude variable, it was found that all statements were valid and could be used in this study.

The table *r* value for 70 respondents regarding the statement on the role of female workers, at a 5% significance level, is 0.235. Therefore, if the calculated *r* is > 0.235, it is considered valid.

The following are the results of the validity test for variable X, namely the Student Leadership Attitude system:

VI

Validation of Student Leadership Attitudes

No	Calculated r	Table R $\alpha = 0.05 : n = 70$	Notes
17	0.546	> 0.235	Valid

18	0.661	> 0.235	Valid
19	0.607	> 0.235	Valid
20	0.732	> 0.235	Valid
21	0.637	> 0.235	Valid
22	0.694	> 0.235	Valid
23	0.578	> 0.235	Valid
24	0.751	> 0.235	Valid
25	0.665	> 0.235	Valid
26	0.652	> 0.235	Valid
27	0.711	> 0.235	Valid
28	0.572	> 0.235	Valid
29	0.485	> 0.235	Valid
30	0.517	> 0.235	Valid

Based on the results of the validity test of the items in the student leadership attitude variable, it is known that all statements are valid and can be used in this study.

The table r value for 70 respondents regarding the statement on the role of female workers, at a 5% significance level, is 0.235. Therefore, if the calculated r is > 0.235, it is considered valid.

Reliability Test

In this study, reliability testing was conducted under the condition that if the *Cronbach's Alpha* value was greater than 0.60, the items in that variable were considered reliable; otherwise, they were not. The results of the questionnaire reliability test for 70 respondents, presented in tabular form, are as follows:

VII
Reliability Results for IPNU IPPNU Organizational Activity

No.	Variable	<i>Cronbach</i>	<i>Cronbach's Alpha</i>	Description
		<i>Alpha</i>	<i>Required</i>	
1	Organizational Activity	0.899	0.60	Reliable
IPNU IPPNU				

Based on the table above, it can be concluded that the IPNU IPPNU organizational activity variable, with a value of 0.899, is reliable. Since the *Cronbach's Alpha* value is greater than 0.60, it can be used in this study.

VIII
Results of Leadership Attitude Reliability

No.	Variable	<i>Cronbach</i>	<i>Cronbach's Alpha</i>	Description
		<i>Alpha</i>	<i>Required</i>	
1	Attitude Leadership	0.916	0.60	Reliable

Based on the table above, it can be concluded that the leadership attitude variable, with a value of 0.916, is reliable. Since the *Cronbach's Alpha* value is > 0.60 , it can be used in the study.

Prerequisite Tests

Normality Test

The normality test aims to determine whether, in the regression model, the disturbance variables or residuals follow a normal distribution.

The normality test for the data in this study was conducted using the *Kolmogorov-Smirnov* test with the assistance of *SPSS for Windows 26.0*. The results of this analysis were compared with the critical value. The criterion is that if the significance level (Sig.) is $> \alpha = 0.05$, then the data is normally distributed, and vice versa. The following are the results of the normality test:

IX

SPSS Output for the One-Sample Kolmogorov-Smirnov Normality Test

		Unstandardized Residual
N		70
Normal Parameters ^{a, b}	Mean	.0000000
	Standard Deviation	4.20813937
Most Extreme Differences	Absolute	.049
	Positive	.049
	Negative	-.041
Test Statistic		.049
Asymptotic Significance (2-tailed)		.200 ^{c, d}

- a. The test distribution is normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.

Based on the results of the above analysis, which used the *Kolmogorov-Smirnov* test, it is known that the Asymp. Sig. (2-tailed) value is 0.200. Since the significance is greater than 0.05 ($0.200 > 0.05$), it can be concluded that the data is normally distributed.

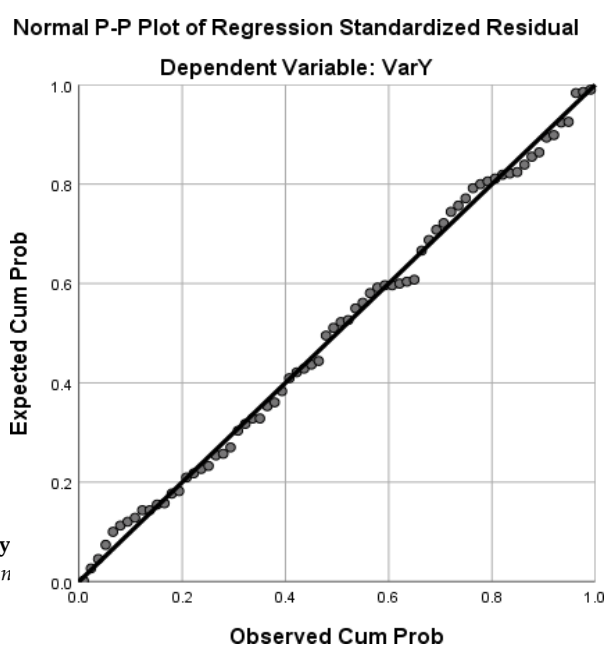


Figure I Normal P-P Plot with Dependent

In addition to using the *Kolmogorov-Smirnov* test, this normality test is also supported by the results of *the normal probability plot*

From the results of *the run*, it is known that *the scatter plot* mostly follows a linear line, so it can be concluded that the data is normally distributed.

Linearity Test

The deviation-from-linearity test is used more frequently than graphical methods because its results are more accurate, based on the values obtained from calculations. Basis for decision-making: (1) If *the significance level of the deviation from linearity* is greater than 0.05, there is a significantly linear relationship between the independent variable and the dependent variable. (2) If *the significance level of the deviation from linearity* is < 0.05, then there is no significant linear relationship between the independent and dependent variables

The results of the linearity test using *SPSS for Windows 26.0* are as follows:

X
SPSS Output Results for the Linearity Test

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
VarY *	Between Groups	(Combined)	2980.205	26	114,623	5,684	.000
		Linearity	2,625.489	1	2,625.489	130,190	.000
		Deviation from Linearity	354,715	25	14,189	.704	.824
Within Groups			867,167	43	20,167		
Total			3,847,371	69			

From the results of *the analysis*, it is known that *the significance* value of *the deviation from linearity* is 0.824, which is greater than 0.05; therefore, it can be concluded that there is a significant linear relationship between the organizational activity of IPNU IPPNU and students' leadership attitudes.

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	5.653	4.093		1,381	.172
VarX	.791	.065	.826	12,088	.000

a. Dependent Variable: VarY

From the *SPSS output* above, the *calculated t-value* = 12.088 > *table t-value* (0.05,68) = 3.4. Since the *calculated t-value* is greater than the *table t-value*, H0 is rejected, meaning there is a significant effect of IPNU IPPNU organizational activity on students' leadership attitudes.

R-Square Test

XI

SPSS Output for Simple Linear Regression Test in the Model Summary Table

Model	R	R-Square	Adjusted R-Square	Standard Error of the Estimate
1	.826a	.682	.678	4.239

a. Predictors: (Constant), VarX

In the model summary table, the coefficient of determination (R-squared or R^2) is 0.682, meaning that 68.2% of the variation in students' leadership attitudes is explained by IPNU IPPNU organizational activity, while the remaining 31.8% (calculated as 100% minus 68.2%) is explained by other variables.

Leadership Character Model in Public Relations Management of Islamic Educational Institutions

This study delves into the leadership character model exhibited by the head of MI Nurul Huda Mendala, analyzing its influence on public relations strategies and their subsequent impact on community engagement and institutional reputation (Trisnantari et al., 2024). Specifically, it investigates how the principal's leadership characteristics, such as integrity, vision, and communication skills, shape the institution's public relations initiatives and foster reciprocal relationships with stakeholders.

CONCLUSION

This study reveals that organizational activeness in IPNU-IPPNU has a strong and statistically significant influence on students' leadership attitudes. One of the most notable findings is the high contribution of organizational participation, which accounts for 68.2% of the variance in leadership attitudes. This result highlights that leadership development among students is not merely shaped by formal classroom learning but is substantially influenced by active engagement in student organizations. Such a high level of influence is relatively unexpected, as previous assumptions often position extracurricular activities as complementary rather than central to leadership formation. The regression results further confirm that increased participation consistently leads to improved leadership attitudes among students.

From a scientific perspective, this study strengthens and complements existing literature on student leadership and organizational participation. While previous studies have emphasized the qualitative role of student organizations in character building, this research provides empirical quantitative evidence that clearly measures the magnitude of their influence. Therefore, this study not only confirms prior findings regarding the positive role of organizations but also extends them by introducing a measurable relationship between organizational activeness and leadership attitudes. Additionally, it offers a new analytical perspective by focusing specifically on IPNU-IPPNU as an Islamic student organization, thereby contributing to the limited body of research in this specific context.

However, this study has several limitations that should be considered. The research was conducted with a relatively small sample size limited to one educational institution, which may

affect the generalizability of the findings. The study also focuses on a specific context, namely Islamic junior high school students, without considering variations in different educational levels, regions, or demographic characteristics. Furthermore, the use of a quantitative approach limits deeper exploration of students' experiences and perceptions. Therefore, future research is recommended to involve larger and more diverse samples, incorporate mixed-method approaches, and explore additional variables that may influence leadership development. Such efforts are expected to provide a more comprehensive understanding and support the development of more effective educational policies and leadership programs.

REFERENCES

- Adeoye, M. A., Baharun, H., & Munawwaroh, I. (2025). Transformational Leadership in Education: Harmonising Accountability, Innovation and Global Citizenship. *Kharisma: Jurnal Administrasi Dan Manajemen Pendidikan*, 4(1), 14–30. <https://doi.org/10.59373/kharisma.v4i1.68>
- Agazu, B. G., Kero, C. A., & Debela, K. L. (2025). Transformational leadership and firm performance: A systematic literature review. *Journal of Innovation and Entrepreneurship*, 14(1), 29. <https://doi.org/10.1186/s13731-025-00476-x>
- Amar, A. D., & Hlupic, V. (2016). Leadership for knowledge organizations. *European Journal of Innovation Management*, 19(2), 239–260. <https://doi.org/10.1108/EJIM-12-2014-0120>
- Arianto, A. M., Mariyadi, Jupitasari, M., & Syahrani, A. (2025). Implementation of the School Literacy Movement as a Development of 21st Century Skills: A Case Study of Journalism Extracurricular Activities. *Tafkir: Interdisciplinary Journal of Islamic Education*, 6(4), 1137–1155. <https://doi.org/10.31538/tijie.v6i4.2421>
- Arifin, Z., Nabila, T. K., Rahmi, S., & Atika. (2025). Organization of Islamic Education Curriculum to Prevent Radicalism Among Students in Indonesian Universities. *Jurnal Pendidikan Agama Islam*, 22(1), 81–96. <https://doi.org/10.14421/jpai.v22i1.8316>
- Aula, M., & Sutamaji. (2024). Transformasi Iklan Radio Dalam Menselaraskan Promosi dan Layanan Masyarakat. *Communicator: Journal of Communication*, 1(2), 41–52.
- Chaman, M., & Siddiqui, D. A. (2023). How Islamic Leadership Traits of Truthfulness, Advocacy, Trustworthiness, and Wisdom, Effects Employees' Life Satisfaction Performance: The Mediatory Role of Employee Engagement and Organizational Citizenship Behavior. *SSRN Electronic Journal*. <https://doi.org/10.2139/ssrn.4432155>
- Chughtai, M. S., Syed, F., Naseer, S., & Chinchilla, N. (2024). Role of adaptive leadership in learning organizations to boost organizational innovations with change self-efficacy. *Current Psychology*, 43(33), 27262–27281. <https://doi.org/10.1007/s12144-023-04669-z>
- Ezzani, M. D., Brooks, M. C., Yang, L., & Bloom, A. (2023). Islamic school leadership and social justice: An international review of the literature. *International Journal of Leadership in Education*, 26(5), 745–777. <https://doi.org/10.1080/13603124.2021.2009037>
- Haq, A. M., & Roesminingsih, E. (2024). Situational Leadership Skills of Foundation Heads in Human Resource Development for Early Childhood Education. *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, 5(1), 26–40. <https://doi.org/10.31538/munaddhomah.v5i1.545>
- Ibrahim, A. M., Alfarhan, I., Ahmed, E. W., Abdelmagid, A. S., Al-Zahrani, M. A., & Dakamsih, N. J. (2024). Enhancing High School Students' Future Thinking Skills through Interactive Digital Platforms for Teaching Energy Issues. *International Journal of*

Interactive Mobile Technologies (ijIM), 18(9), 4–18.
<https://doi.org/10.3991/ijim.v18i09.48879>

Trisnantari, H. E., Gufron, Moh., & Ningsih, P. R. (2024). Strategic Public Relations to Build Public Trust in Islamic Boarding Schools: A Case Study in Indonesia. *Tarbawi: Jurnal Keilmuan Manajemen Pendidikan*, 10(02), 325–336.
<https://doi.org/10.32678/tarbawi.v10i02.11541>

Yuliana, L., Prasojo, L. D., Akalili, A., & Firdaus, F. M. (2025). Development of a learning leadership model for vocational high school principals to foster student well-being within the framework of Merdeka Belajar. *Cakrawala Pendidikan*, 44(1), 1–8.
<https://doi.org/10.21831/cp.v44i1.78373>