

Self-efficacy and interpersonal intelligence as predictors of student leadership in campus organizations

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Abstrak

Kepemimpinan mahasiswa dalam organisasi kemahasiswaan masih menjadi tantangan dalam pengembangan sumber daya manusia di perguruan tinggi, sehingga diperlukan kajian mengenai faktor-faktor yang memengaruhinya. Penelitian ini bertujuan untuk menganalisis (1) pengaruh self efficacy terhadap kepemimpinan Pengurus Harian Tetap Himpunan Mahasiswa se-FKIP UNS Periode 2025, (2) pengaruh kecerdasan interpersonal terhadap kepemimpinan, dan (3) pengaruh kedua variabel tersebut secara simultan. Penelitian ini menggunakan pendekatan kuantitatif dengan populasi sebanyak 366 Pengurus Harian Tetap Himpunan Mahasiswa se-FKIP UNS. Sampel penelitian berjumlah 191 responden yang ditentukan melalui teknik probability sampling dengan stratified random sampling. Data dikumpulkan menggunakan kuesioner dan dianalisis menggunakan regresi linear berganda dengan bantuan IBM SPSS Statistics versi 27. Hasil penelitian menunjukkan bahwa self efficacy berpengaruh positif dan signifikan terhadap kepemimpinan ($Sig. = 0,000$; $t = 5,982$), kecerdasan interpersonal juga berpengaruh positif dan signifikan terhadap kepemimpinan ($Sig. = 0,000$; $t = 6,570$), serta kedua variabel secara simultan berpengaruh positif dan signifikan terhadap kepemimpinan ($Sig. = 0,000$; $F = 77,020$). Self efficacy dan kecerdasan interpersonal memberikan sumbangan efektif sebesar 45% terhadap kepemimpinan, sedangkan 55% sisanya dipengaruhi oleh faktor-faktor lain di luar penelitian. Temuan ini diharapkan menjadi dasar pengembangan program peningkatan kepemimpinan mahasiswa melalui penguatan self efficacy dan kecerdasan interpersonal.

Kata kunci: kepemimpinan; motivasi memimpin; organisasi kampus; pengembangan kepemimpinan; perilaku organisasi

Abstract

Student leadership in student organizations remains a challenge in human resource development in higher education, underscoring the need to examine the factors that influence it. This study aimed to analyze (1) the effect of self-efficacy on the leadership of Permanent Daily Executive Board (PHT) members of Student Associations at the Faculty of Teacher Training and Education, Universitas Sebelas Maret (FKIP UNS) for the 2025 period; (2) the effect of interpersonal intelligence on

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leadership; and (3) the simultaneous effect of both variables on leadership. This study employed a quantitative approach with a population of 366 PHT members. A total of 191 respondents were selected through probability sampling using a stratified random sampling technique. Data were collected via closed questionnaires and analyzed using multiple linear regression with IBM SPSS Statistics version 27. The results indicated that self-efficacy exerted a positive and significant effect on leadership (Sig. = 0.000; $t = 5.982$), interpersonal intelligence also exerted a positive and significant effect on leadership (Sig. = 0.000; $t = 6.570$), and both variables simultaneously exerted a positive and significant effect on leadership (Sig. = 0.000; $F = 77.020$). Self-efficacy and interpersonal intelligence jointly accounted for 45% of the variance in leadership, while the remaining 55% was attributable to other factors beyond the scope of this study. These findings are expected to serve as a basis for designing student leadership development programs through the strengthening of self-efficacy and interpersonal intelligence.

Keywords: campus organizations; leadership competence; leadership development; motivation to lead; organizational behavior

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Introduction

Leadership is broadly defined as the capacity and readiness of an individual to influence, direct, motivate, guide, and mobilize others so that they willingly follow that influence and participate in efforts to achieve established goals (Khoirunnisaa & Maunah, 2021). In the context of higher education, leadership constitutes a critical competency that students must develop, as it plays a fundamental role in character formation, self-potential development, and the enhancement of social skills. As Nastiti (2023, p. 65) observed, "student organizations serve as a forum for students to participate actively in activities related to self-potential development, learning, and community service." This view is consistent with the findings of Ritonga et al. (2024), who established that campus organizational and extracurricular activities contribute to the development of students' soft skills, including leadership, teamwork, and communication competencies. Furthermore, participation in student organizations can serve as an avenue for cultivating leadership abilities through the experience of managing activities, communicating with diverse stakeholders, and collaborating effectively (Pratama et al., 2024).

Despite the recognized importance of student leadership, a number of studies have reported persistently low leadership levels among university students. Nur et al. (2023) found that inadequate motivation and leadership skills contributed to low leadership among students, while Haholongan et al. (2024) reported that approximately 18% of students exhibited low self-leadership. A comparable situation was identified among the Permanent Daily Executive Board (PHT) members of Student Associations at FKIP UNS. Preliminary findings from a pre-study questionnaire distributed to several PHT members revealed notable deficiencies in leadership performance: 74.2% of students had not yet been able to effectively influence members to work toward established organizational goals; 71.0% had not yet developed a clear leadership vision; 58.5% had not yet been able to sufficiently motivate members to work enthusiastically; and 51.7% had not yet been able to collaborate effectively with all team members. These findings indicate that leadership capabilities among a significant proportion of PHT members at FKIP UNS remain in need of improvement.

Self-efficacy is one psychological construct hypothesized to be associated with leadership. The term refers to an individual's belief in their own capacity to perform diverse tasks and achieve success through the abilities they possess (Kreitner & Kinicki, 2019). Within an organizational context, self-efficacy supports an individual's confidence in making decisions, completing tasks, and

fulfilling leadership roles effectively. Self-efficacy contributes to determining the level of effort individuals exert when confronting challenging situations (Zelya et al., 2025). Moreover, self-efficacy influences the choices of action that individuals make, the magnitude of effort they invest in resolving tasks or problems, and their capacity to persist when confronted with unforeseen obstacles and difficulties (Rahmi et al., 2017). Chen (2024) demonstrated that self-efficacy contributes to the development of leadership skills, while Polatcan (2023) found that self-efficacy influences students' motivation to lead.

In addition to self-efficacy, interpersonal intelligence is also hypothesized to influence leadership. Interpersonal intelligence refers to the ability to understand, build interaction with, and communicate effectively with others, enabling an individual to cultivate positive and productive social relationships (Siregar et al., 2025). A high level of interpersonal intelligence enables individuals to understand others more deeply and to build positive interactions, thereby facilitating their engagement with their social environment (Agustini et al., 2019). In an organizational context, this ability assists leaders in understanding members' needs, establishing effective communication, and fostering productive collaboration. Laras and Saidi (2023) found that interpersonal intelligence enables leaders to create open and collaborative communication, while Ridho (2024) demonstrated that interpersonal intelligence contributes to team solidarity and leadership effectiveness.

A review of the extant literature reveals a research gap: relatively few studies have simultaneously examined the effects of both self-efficacy and interpersonal intelligence on student leadership, and virtually none have done so in the specific context of PHT members of Student Associations at FKIP UNS. The majority of prior studies have focused on testing each variable independently in relation to leadership outcomes. Departing from this tradition, the present study specifically investigates the simultaneous influence of self-efficacy and interpersonal intelligence on the leadership of PHT members at FKIP UNS a student population characterized by active leadership engagement that remains understudied in the context of student organizations at FKIP UNS. The combined and individual contributions of self-efficacy and interpersonal intelligence to student leadership have therefore not yet been comprehensively delineated. This gap presents an opportunity to conduct research that examines both variables simultaneously, thereby yielding a more comprehensive understanding of the factors that shape student leadership. The study is significant both for its theoretical contribution enriching scholarship on leadership, self-efficacy, and interpersonal intelligence and for its practical implications: it provides guidance for students seeking to improve their leadership capabilities, for organizational executives as a basis for self-evaluation and development, and for academic programs in designing more effective leadership cultivation initiatives. Leadership is particularly consequential for PHT members at FKIP UNS, given that their roles demand the ability to manage teams, make decisions, communicate effectively, and direct members toward organizational goals. Without adequate self-efficacy and interpersonal intelligence, students are likely to encounter difficulties in performing their leadership functions optimally.

Drawing on the theoretical framework, prior research findings, and the identified research gap, the hypotheses of this study are formulated as follows: (H1) self-efficacy has a positive and significant effect on the leadership of PHT members of Student Associations at FKIP UNS; (H2) interpersonal intelligence has a positive and significant effect on the leadership of PHT members of Student Associations at FKIP UNS; and (H3) self-efficacy and interpersonal intelligence simultaneously have a positive and significant effect on the leadership of PHT members of Student Associations at FKIP UNS.

Research Methods

This study employed a causal-associative method within a quantitative research design. The quantitative approach was selected because the study aimed to test hypotheses and to analyze the magnitude of the effects of self-efficacy (X_1) and interpersonal intelligence (X_2) on leadership (Y). The causal relationships among variables were identified through statistical analysis of the research data. A quantitative design was deemed appropriate because it enables the measurement of relationships among variables through numerical data that can be analyzed statistically to produce

objective results, while the causal-associative method provides the analytical framework for examining the directional relationships between the independent and dependent variables.

The study was conducted at the Faculty of Teacher Training and Education, Universitas Sebelas Maret (FKIP UNS), located at Building B, FKIP UNS, Jl. Ir. Sutami No. 36A, Surakarta 57126. This site was selected on the grounds that it presented the leadership-related phenomena of interest, provided the data and information required for the study, and afforded the necessary research access and permissions.

The population consisted of all Permanent Daily Executive Board (PHT) members of Student Associations at FKIP UNS for the 2025 period, totaling 366 students. This population was selected because PHT members had accumulated experience in organizational governance and had completed their term of service, rendering them capable of providing relevant information pertaining to self-efficacy, interpersonal intelligence, and leadership. The sample size was determined using the Slovin formula with a margin of error of 5% ($e = 0.05$):

$$n = \frac{N}{1 + Ne^2}$$

Explanation:

n = sample size

N = population size

e = margin of error

Substituting the population value yields:

$$n = \frac{366}{1 + 366 (0,05)^2}$$

$$n = \frac{366}{1 + 0.195}$$

$$n = 191,14 \rightarrow 191$$

Accordingly, a total of 191 respondents were included in this study.

The sampling technique employed was probability sampling via stratified random sampling. The population was stratified according to the individual Student Associations at FKIP UNS, and the number of samples per stratum was determined proportionally using the following formula:

$$ni = \frac{Ni}{N} \times n$$

Explanation:

ni = sample size per stratum

Ni = population size per stratum

N = total population (366)

n = total sample (191)

The proportional distribution of the sample across each Student Association is presented in Table 1:

Table 1

Distribution of Research Sample Across Student Associations at FKIP UNS

No.	Student Association	Population (N_i)	Sample (n_i)
1	HIMA LOGIC	12	6
2	HIMA PGSD Kebumen	9	5
3	HIMA PGSD Surakarta	9	5
4	Himabiko	17	9
5	Himadikpa	21	11
6	Himadiksan	8	4

7	Himadistra	15	8
8	Himago	11	6
9	Himannomi	17	9
10	Himapaksi	10	5
11	Himapensil	24	13
12	Himmadika	9	5
13	Himprobsi	16	8
14	Himproser	14	7
15	HMP Biosfer	20	10
16	HMP Demokratia	9	5
17	HMP ESA	26	14
18	HMP Ganesha	9	5
19	HMP Golden Age	9	5
20	HMP Grafitasi	18	9
21	HMP Kompresi	20	10
22	HMP Kovalen	25	13
23	HMP Mikroptik	8	4
24	HMP PLB	18	9
25	HMP Wibawa	12	6
Total		366	191

Data were collected using a closed-ended questionnaire with a four-point Likert scale (1-4). A four-point scale was deliberately adopted to eliminate the neutral response option, thereby minimizing respondent ambiguity and encouraging responses that more accurately reflect actual conditions.

The research instruments were developed by the researchers based on theoretical indicators associated with each variable. The self-efficacy instrument (X_1) was constructed according to three dimensions magnitude, strength, and generality as proposed by Bandura (1997, as cited in Suartini et al., 2023). The interpersonal intelligence instrument (X_2) was based on the indicators proposed by Margareta and Wati (2025), encompassing the ability to recognize and understand the emotions of others, the ability to understand others' beliefs and expectations, social sensitivity, social insight, and effective communication skills. The leadership instrument (Y) was developed based on the indicators identified by Arifin et al. (2019), including the ability to build cooperative and harmonious relationships, the ability to work effectively and efficiently, participative leadership, the ability to delegate tasks and manage time, and the ability to provide trust and mentoring to subordinates.

Instrument validity and reliability were assessed through a pilot test (try-out) involving 33 PHT members from Student Associations outside FKIP UNS but within Universitas Sebelas Maret, who were selected on the basis of their comparable characteristics as student organization executives. The pilot data were analyzed using validity and reliability tests. Validity testing assessed the degree to which each instrument item accurately represented the variable it was intended to measure, while reliability testing evaluated the consistency of the instrument in producing stable and trustworthy scores across repeated administrations.

The leadership instrument initially comprised 20 items; following validity testing, 14 items were retained as valid. As shown in Table 2, items with r -calculated values exceeding the r -table value of 0.344 ($df = 31$, $\alpha = 5\%$) were deemed valid:

Table 2
Validity Test Results for the Leadership Variable

VALIDITY TEST OF THE LEADERSHIP VARIABLE				
Item	r-Calculated	r-Table (5%)	p (Sig.)	Decision
1	0,596	0,344	<0,001	Valid
2	0,301	0,344	0,088	Not Valid
3	0,196	0,344	0,276	Not Valid
4	0,460	0,344	0,007	Valid

5	0,145	0,344	0,421	Not Valid
6	0,491	0,344	0,004	Valid
7	0,600	0,344	<0,001	Valid
8	0,352	0,344	0,045	Valid
9	0,163	0,344	0,364	Not Valid
10	0,146	0,344	0,417	Not Valid
11	0,458	0,344	0,007	Valid
12	0,590	0,344	<0,001	Valid
13	0,605	0,344	<0,001	Valid
14	0,569	0,344	<0,001	Valid
15	0,440	0,344	0,010	Valid
16	0,716	0,344	<0,001	Valid
17	0,590	0,344	<0,001	Valid
18	0,632	0,344	<0,001	Valid
19	0,444	0,344	0,010	Valid
20	0,199	0,344	0,266	Not Valid

As shown in Table 3, all 12 items comprising the self-efficacy instrument were found to be valid, with r-calculated values exceeding 0.344:

Table 3
Validity Test Results for the Self-Efficacy Variable

VALIDITY TEST OF THE SELF-EFFICACY VARIABLE				
Item	r-Calculated	r-Table (5%)	p (Sig.)	Decision
1	0,603	0,344	<0,001	Valid
2	0,385	0,344	0,027	Valid
3	0,659	0,344	<0,001	Valid
4	0,542	0,344	0,001	Valid
5	0,626	0,344	<0,001	Valid
6	0,729	0,344	<0,001	Valid
7	0,736	0,344	<0,001	Valid
8	0,551	0,344	<0,001	Valid
9	0,697	0,344	<0,001	Valid
10	0,537	0,344	0,001	Valid
11	0,506	0,344	0,003	Valid
12	0,674	0,344	<0,001	Valid

As shown in Table 4, all 20 items of the interpersonal intelligence instrument were likewise found to be valid and were retained for use in the study.

Table 4
Validity Test Results for the Interpersonal Intelligence Variable

VALIDITY TEST OF THE INTERPERSONAL INTELLIGENCE VARIABLE				
Item	r-Calculated	r-Table (5%)	p (Sig.)	Decision
1	0,579	0,344	<0,001	Valid
2	0,597	0,344	<0,001	Valid
3	0,651	0,344	<0,001	Valid
4	0,608	0,344	<0,001	Valid
5	0,479	0,344	0,005	Valid
6	0,496	0,344	0,003	Valid
7	0,540	0,344	0,001	Valid
8	0,436	0,344	0,011	Valid
9	0,573	0,344	<0,001	Valid
10	0,517	0,344	0,002	Valid
11	0,707	0,344	<0,001	Valid

12	0,703	0,344	<0,001	Valid
13	0,702	0,344	<0,001	Valid
14	0,524	0,344	0,002	Valid
15	0,696	0,344	0,010	Valid
16	0,734	0,344	<0,001	Valid
17	0,614	0,344	<0,001	Valid
18	0,578	0,344	<0,001	Valid
19	0,577	0,344	<0,001	Valid
20	0,558	0,344	<0,001	Valid

Reliability analysis yielded Cronbach's alpha coefficients of 0.787 for leadership, 0.841 for self-efficacy, and 0.894 for interpersonal intelligence. As all three values exceeded the threshold of 0.70, the instruments were deemed reliable and suitable for data collection. The reliability test output for all three variables is presented in Figure 1.

Figure 1

Uji Reliabilitas Variabel Kepemimpinan, Self Efficacy, dan Kecerdasan Interpersonal

1. Leadership Reliability Test (Y)	2. Self-Efficacy Reliability Test (X ₁)	3. Interpersonal Intelligence Reliability Test (X ₂)
Reliability Statistics	Reliability Statistics	Reliability Statistics
Cronbach's Alpha	Cronbach's Alpha	Cronbach's Alpha
N of Items	N of Items	N of Items
.787	.841	.894
20	12	20

Data were processed and analyzed using IBM SPSS Statistics version 27. The analytical sequence commenced with tests of statistical assumptions, namely normality, linearity, multicollinearity, and heteroscedasticity. Once the data were confirmed to satisfy the analytical prerequisites, the relationships and effects among variables were examined using multiple linear regression. To provide a more complete account of the results, additional analyses were conducted, including a t-test for partial effects, an F-test for simultaneous effects, the coefficient of determination (R^2), and the calculation of effective and relative contributions of self-efficacy and interpersonal intelligence to leadership.

Results and Discussion

Research Results

The instruments used in this study comprised a total of 46 items across all three variables and had been confirmed valid and reliable. Data were collected through closed-ended questionnaires distributed to 191 PHT members of Student Associations at FKIP UNS for the 2025 period. The collected data were subsequently analyzed using IBM SPSS Statistics version 27. Descriptive analysis was conducted to characterize the distributions of self-efficacy (X_1), interpersonal intelligence (X_2), and leadership (Y). The descriptive statistics are presented in Table 5.

As shown in Table 5, the leadership variable exhibited a score range of 35 to 56, with a mean of 47.35 ($SD = 4.52$) and a sum of 9,043 across 191 respondents. Leadership was measured using 14 items on a four-point Likert scale. For the self-efficacy variable, scores ranged from 25 to 48, with a mean of 40.07 ($SD = 4.81$) and a total sum of 7,654. The interpersonal intelligence variable produced scores ranging from 54 to 80, with a mean of 68.51 ($SD = 5.96$) and a total sum of 13,085.

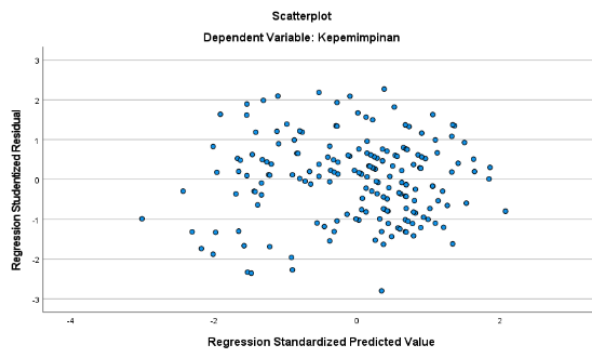
Prior to hypothesis testing, the data were subjected to a series of statistical assumption checks. Normality was tested using the Kolmogorov-Smirnov method, which yielded a significance value of 0.090. As this value exceeds the 0.05 threshold, the data were confirmed to be normally distributed. Linearity testing produced deviation-from-linearity values of 0.441 for the self-efficacy leadership relationship and 0.439 for the interpersonal intelligence–leadership relationship; both values exceed 0.05, confirming that both relationships satisfy the linearity assumption.

Table 5
Descriptive Statistics for All Research Variables

Statistic	Self-Efficacy	Interpersonal Intelligence	Leadership
N Valid	191	191	191
Missing	0	0	0
Mean	40.0733	68.5079	47.3455
Median	41.00	70.00	48.00
Mode	43	70	47 ^a
Std. Deviation	4.80842	5.96293	4.52199
Variance	23.121	35.557	20.448
Range	23	26	21
Minimum	25	54	35
Maximum	48	80	56
Sum	7654	13085	9043

Multicollinearity was assessed through the Variance Inflation Factor (VIF). Each independent variable returned a tolerance value of 0.762 and a VIF of 1.313. As the tolerance exceeds 0.10 and the VIF is well below 10, the assumption of no multicollinearity was satisfied. Heteroscedasticity was evaluated using the Glejser test, yielding significance values of 0.073 for self-efficacy and 0.719 for interpersonal intelligence. Both values exceed 0.05, indicating the absence of heteroscedasticity. This conclusion is further corroborated by the scatter plot of standardized residuals against predicted values, in which the data points are distributed randomly around the zero line without forming any discernible pattern, as illustrated in Figure 2.

Figure 2
Scatter Plot of Standardized Residuals



Autocorrelation was tested using the Durbin-Watson statistic, as presented in Table 6.

Table 6
Autocorrelation Test Results (Durbin-Watson)

R	R Square	Durbin-Watson
.671 ^a	.450	1.945

Table 6 shows that the Durbin-Watson statistic is 1.945, which falls within the no-autocorrelation zone ($dU = 1.7843 < 1.945 < 4 - dU = 2.2157$). Accordingly, the regression model satisfies the assumption of no autocorrelation.

Hypothesis testing was conducted using multiple linear regression analysis, encompassing a partial t-test, a simultaneous F-test, the coefficient of determination (R^2), and the calculation of effective and relative contributions of self-efficacy (X_1) and interpersonal intelligence (X_2) to leadership (Y). The regression coefficients are presented in Table 7.

Tabel 7
Multiple Linear Regression Coefficients

	B	Std. Error	Beta
(Constant)	12.231	2.921	
Self-Efficacy (X ₁)	0,349	0,058	0,371
Interpersonal Intelligence (X ₂)	0,309	0,047	0,407

Based on the coefficients in Table 7, the multiple linear regression equation is:

$$\hat{Y} = 12.231 + 0.349X_1 + 0.309X_2$$

where $\hat{Y}$ denotes predicted leadership scores, X_1 represents self-efficacy, and X_2 represents interpersonal intelligence. The constant value of 12.231 indicates that when both X_1 and X_2 are held at zero, the estimated leadership score is 12.231. The regression coefficient for self-efficacy ($B = 0.349$) indicates that a one-unit increase in self-efficacy, with interpersonal intelligence held constant, is associated with a 0.349-unit increase in leadership. Similarly, the regression coefficient for interpersonal intelligence ($B = 0.309$) indicates that a one-unit increase in interpersonal intelligence, with self-efficacy held constant, is associated with a 0.309-unit increase in leadership. The positive signs on both coefficients confirm a positive directional relationship: higher self-efficacy and higher interpersonal intelligence are each associated with higher leadership scores.

Examining the standardized Beta coefficients, interpersonal intelligence ($\beta = 0.407$) exerted a somewhat larger influence on leadership than self-efficacy ($\beta = 0.371$), suggesting that interpersonal intelligence makes a relatively greater contribution to explaining leadership variance among PHT members at FKIP UNS. The results of the partial t-tests are displayed in Table 8.

Table 8
Partial t-Test Results

	$t_{\text{calculated}}$	Sig.
(Constant)	4,187	0,000
Self-Efficacy (X ₁)	5,982	< 0,001
Interpersonal Intelligence (X ₂)	6,570	< 0,001

As shown in Table 8, self-efficacy yielded a $t_{\text{calculated}}$ value of 5.982, which exceeds the t_{table} value of 1.973 ($df = 188$, $\alpha = 5\%$), with a significance level of $p < 0.001$. As this p-value is below the 0.05 threshold and $t_{\text{calculated}} > t_{\text{table}}$, the null hypothesis (H_0) for H1 is rejected, confirming that self-efficacy exerts a significant partial effect on leadership. Put differently, an individual's level of confidence in their own capabilities contributes meaningfully to enhancing student leadership.

For interpersonal intelligence, the $t_{\text{calculated}}$ value is 6.570, also exceeding the t_{table} value of 1.973 ($p < 0.001$). The null hypothesis (H_0) for H2 is therefore rejected, confirming that interpersonal intelligence exerts a significant partial effect on leadership. This finding indicates that higher levels of interpersonal intelligence encompassing the capacity to understand, interact with, and relate to others are associated with higher leadership levels among students. The simultaneous F-test results are presented in Table 9.

Table 9
Simultaneous F-Test Results (ANOVA)

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	1749,722	2	874,861	77,020	0,000 ^b
Residual	2135,472	188	11,359		
Total	3885,194	190			

Table 9 shows that the F-calculated value of 77.020 substantially exceeds the F-table value of 3.04 ($df_1 = 2$, $df_2 = 188$, $\alpha = 5\%$), with $p < 0.001$. The null hypothesis (H_0) for H3 is therefore rejected, confirming that self-efficacy and interpersonal intelligence jointly exert a positive and significant effect on leadership. The coefficient of determination is reported in Table 10.

Table 10*Coefficient of Determination (R^2)*

R	R Square	Adjusted R Square	Std. Error of the Estimate
0,671	0,450	0,445	3,370

As shown in Table 10, the coefficient of determination ($R^2 = 0.450$) indicates that self-efficacy and interpersonal intelligence together account for 45.0% of the variance in leadership. The remaining 55.0% of variance is attributable to other factors not examined in this study. The correlation coefficients used to compute the effective contribution of each predictor are presented in Table 11.

Table 11*Regression and Correlation Coefficients for Effective Contribution Calculation*

Variable	β (Beta)	Pearson r	R Square
Self-Efficacy (X_1)	0,371	0,569	0,450
Interpersonal Intelligence (X_2)	0,407	0,588	0,450

Using the data in Table 11, the effective contribution (EC) of each predictor was calculated as $EC = \beta \times r \times 100\%$, yielding the results shown in Table 12.

Table 12*Relative Contributions of Self-Efficacy and Interpersonal Intelligence to Leadership*

Variable	Effective Contribution (%)	
Self-Efficacy (X_1)	$0,371 \times 0,569 \times 100\%$	= 21%
Interpersonal Intelligence (X_2)	$0,407 \times 0,588 \times 100\%$	= 24%
Total		= 45%

As shown in Table 12, self-efficacy contributed an effective contribution of 21% to leadership, while interpersonal intelligence contributed 24%, together accounting for the total explained variance of 45% consistent with the R^2 value. The relative contributions of each predictor are presented in Table 13.

Table 13*Hasil Sumbangan Relatif X_1 dan X_2 terhadap Y*

Variable	Calculation	Relative Contribution (%)
Self-Efficacy (X_1)	$21\% \div 45\%$	= 47%
Interpersonal Intelligence (X_2)	$24\% \div 45\%$	= 53%
Total		= 100%

As shown in Table 13, self-efficacy accounted for a relative contribution of 47%, while interpersonal intelligence accounted for 53% of the explained variance. This indicates that interpersonal intelligence has a somewhat larger relative contribution to leadership than self-efficacy. Together, the two predictors account for 100% of the variance explained by the regression model.

Discussion

The findings of this study demonstrate that self-efficacy exerts a positive and significant effect on the leadership of PHT members of Student Associations at FKIP UNS, as evidenced by a t-calculated value of 5.982 exceeding the t-table value of 1.973, with $p < 0.001$. This indicates that higher levels of self-efficacy are associated with enhanced leadership capabilities.

These results are consistent with the empirical patterns observed in the questionnaire data. Among the 191 respondents, item 8 of the self-efficacy scale pertaining to students' confidence in their ability to complete high-difficulty organizational tasks received the highest total score of 696.

This suggests that the majority of respondents maintained strong confidence in their capacity to manage complex organizational responsibilities despite challenging circumstances. These findings are supported by Chen (2024), who established that self-efficacy contributes to the development of leadership skills, including leading by example and communicating an inspiring vision. This is further corroborated by Polatcan (2023), who demonstrated that self-efficacy can enhance individuals' motivation to lead, thereby supporting the formation of effective leadership practices. Duan et al. (2022) additionally found that managerial self-efficacy contributes to leadership effectiveness by bolstering leaders' confidence in directing their teams and making decisions. Bryan and Vitello-Cicciu (2022) similarly showed that self-efficacy is associated with effective leadership practices that support the successful performance of leadership roles and responsibilities. Collectively, these findings reinforce the present study's conclusion that self-efficacy is a psychological factor that contributes to effective leadership formation, including within student organizational contexts.

The analysis of the interpersonal intelligence variable similarly demonstrated a positive and significant effect on leadership (t -calculated = 6.570 > t -table = 1.973; $p < 0.001$), indicating that higher interpersonal intelligence is associated with higher student leadership.

This finding is corroborated by the questionnaire data. Among the 191 respondents, item 8 of the interpersonal intelligence scale concerning the ability to consider the perspectives of other board members before expressing one's own opinion received the highest total score of 696. This indicates that respondents possessed a well-developed capacity to understand and accommodate the viewpoints of others in organizational interactions. This is consistent with the findings of Laras and Saidi (2023), who found that leaders with high interpersonal intelligence are able to establish open communication, foster collaboration, and promote active participation among team members, thereby facilitating the achievement of shared goals. The finding is further supported by Ridho (2024), who showed that interpersonal intelligence strengthens team solidarity and enables organizations to adapt to changing circumstances. Widodoarti and Iman (2022) similarly demonstrated that social intelligence exerts a significant effect on students' leadership attitudes. Conceptually, these findings align with Howard Gardner's (1983) theory of interpersonal intelligence, which emphasizes the capacity to understand others, build social relationships, and communicate effectively as key contributors to leadership success.

The simultaneous analysis confirmed a positive and significant joint effect of self-efficacy and interpersonal intelligence on leadership ($F = 77.020 > F$ -table = 3.04; $p < 0.001$). The coefficient of determination ($R^2 = 0.450$) indicates that the two predictors together account for 45% of the variance in leadership, with the remaining 55% attributable to other factors outside the scope of this study.

These results are consistent with the empirical data from the leadership questionnaire. Item 6 pertaining to the involvement of other board members in organizational activity planning received the highest score of 696 among the 191 respondents. This demonstrates that the majority of respondents practiced participative leadership by involving members in decision-making processes, consistent with the participative leadership dimension proposed by Arifin et al. (2019). Such participative behavior not only reflects a positive working relationship between leaders and members but also indicates a collaborative orientation in leadership practice. This characteristic is particularly salient in student organizations, where the attainment of organizational goals is heavily contingent on the leader's ability to foster communication, build trust, and cultivate cooperation among executives.

Regression analysis further reveals that interpersonal intelligence provided an effective contribution of 24% to leadership, compared with 21% for self-efficacy. Although the difference is modest, it suggests that interpersonal intelligence plays a somewhat more dominant role in explaining the leadership of PHT members at FKIP UNS. This finding implies that success in leading a student organization is determined not only by an individual's confidence in their own abilities but also by their capacity to build and manage social relationships with organizational members. PHT members are expected to understand the diverse characteristics of their members, communicate effectively, manage conflict, and create a collaborative environment oriented toward organizational goal attainment. Consequently, interpersonal ability represents an important resource

for exercising leadership functions, given that social interaction is an integral activity in student organizational dynamics.

Nevertheless, self-efficacy remains a significant contributor to leadership. Individuals with high self-efficacy tend to exhibit greater confidence in decision-making, resilience in facing organizational challenges, and a stronger sense of responsibility in discharging leadership duties. In this respect, self-efficacy functions as an internal foundation that empowers individuals to act decisively, while interpersonal intelligence serves to optimize their relationships with organizational members. The two constructs are therefore not mutually exclusive but mutually reinforcing in the formation of effective leadership within student organizational settings.

Notably, the present findings differ from those of Duygulu et al. (2011), who reported that emotional intelligence did not significantly relate to people-oriented leadership dimensions among nursing students in Turkey. This divergence may be attributed to differences in respondent characteristics, research context, and the constructs employed. Duygulu et al.'s study focused on nursing students within a professional education context, whereas the present study examined PHT members who actively exercise leadership functions within student organizations. Furthermore, the construct of interpersonal intelligence used in the present study specifically emphasizes the ability to build and manage social relationships, understand others, and communicate effectively attributes particularly well-suited to explaining leadership effectiveness in student organizations that require intensive collaboration, coordination, and social interaction.

The R^2 value of 0.450 reveals that 55% of the variance in student leadership remains unexplained by self-efficacy and interpersonal intelligence alone, underscoring the multidimensional nature of student leadership. This suggests that the current two-variable model does not fully capture the complexity of student leadership. Factors such as organizational experience, mentor or supervisor support, organizational culture, achievement motivation, emotional intelligence, communication skills, and organizational climate are likely to exert additional influence on student leadership formation. Future research should therefore incorporate these variables to develop a more comprehensive explanatory model of student organizational leadership.

The findings of this study also make a contribution to the theoretical literature on student leadership. They reinforce Bandura's self-efficacy theory, which posits that self-efficacy represents an individual's belief in their capacity to complete tasks, overcome obstacles, and achieve success in specific situations through relevant actions. The present results confirm that individuals with higher self-efficacy are more likely to demonstrate decisiveness, resilience in organizational challenges, and confidence in performing leadership roles effectively. At the same time, the study reinforces Gardner's (1983) theory of interpersonal intelligence, which emphasizes the capacity to build and manage social relationships. The somewhat larger contribution of interpersonal intelligence relative to self-efficacy indicates that leadership effectiveness in student organizations is substantially shaped by the ability to communicate, understand members' needs, build trust, and create productive collaboration. Accordingly, this study not only provides empirical evidence of the effects of self-efficacy and interpersonal intelligence on leadership but also demonstrates that the two theoretical frameworks are complementary in explaining the formation of leadership within Indonesian student organizational contexts.

Conclusion

The findings of this study reveal that both self-efficacy and interpersonal intelligence exert positive and significant effects on student leadership. These results indicate that increases in self-efficacy and interpersonal intelligence are associated with improvements in student leadership. Individuals with high self-efficacy tend to demonstrate strong confidence in their own abilities, greater willingness to confront diverse challenges, and enhanced capacity to complete complex tasks attributes that constitute essential foundations for fulfilling leadership functions and responsibilities. In parallel, well-developed interpersonal intelligence enables students to understand the emotions and perspectives of others, engage in effective communication, cultivate group cooperation, and foster positive social relationships all of which are critical to successful leadership and the guidance of group members toward shared organizational goals. These findings strengthen the scholarly

understanding of student leadership by demonstrating that self-efficacy and interpersonal intelligence are factors that contribute to leadership formation. Theoretically, the study reinforces Bandura's self-efficacy theory and Gardner's interpersonal intelligence theory by demonstrating that an individual's belief in their own capabilities and their ability to build interpersonal relationships together explain student leadership outcomes. The results suggest that these two constructs are mutually complementary in accounting for leadership development within student organizational contexts.

The present study may also serve as a reference for future research examining the determinants of leadership in student organizational contexts. However, student leadership is not exclusively shaped by self-efficacy and interpersonal intelligence; additional factors beyond the scope of this study some potentially of greater explanatory power are likely to play meaningful roles. Accordingly, future studies are encouraged to incorporate a broader range of variables to achieve a more comprehensive understanding of the various dimensions implicated in student leadership development. These findings are intended to inform decision-making by universities, faculties, and student organizations in designing leadership development programs that address not only the cultivation of leadership skills per se but also the strengthening of self-efficacy and interpersonal intelligence through structured training, mentoring, and experiential learning in organizational settings. The present study has several methodological limitations that should be taken into account when interpreting its results. The use of self-report questionnaires introduces the risk of social desirability bias the tendency of respondents to provide answers perceived as socially acceptable rather than reflecting their genuine dispositions. Additionally, the cross-sectional design means that data were collected at a single point in time, limiting causal inferences. Longitudinal or experimental designs would be required to more rigorously establish the causal relationships among the variables examined.

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