Role of Leadership Style on Cadets' Attitude, Discipline, and Culture: A Case Study

Feti Fatonah[1] iD

Politeknik Penerbangan Indonesia Curug

Abstract: This study aims to identify the influence of the head of the Character Development Center (Kapusbangkar) Leadership style on the attitudes, discipline, and culture of cadets and measure the level of attitudes and discipline of cadets of the Indonesian Aviation Polytechnic Curug. This study uses a quantitative approach using a Pre-Experimental Design research design with One-Shot Case Study. The research was conducted at the Indonesian Aviation Polytechnic in Curug Regency. The population in this study amounted to 500, with a sample of 225 taken using a combined technique of purposive sampling and saturated sampling. Based on the testing and analysis that has been carried out regarding the Influence of the Leadership Style of the Head of the Character Development Center on the Attitude and Discipline of the Indonesian Aviation Polytechnic Cadets Curug with the analysis method used, namely simple regression analysis, it can be concluded that the leadership style of the capusbangkar has a positive effect on the attitude of cadets. The leadership style of the head of the centre also has a positive effect on cadets' discipline.

Keywords: Leadership Style, Attitudes, Discipline, Culture, Development Center, Cadets.

Corresponding Author:

Feti Fatonah

Department of Air Navigation Engineering, Politeknik Penerbangan Indonesia Curug, Tangerang, Indonesia 15820.
Email: feti_fatonah@yahoo.co.id

1. Introduction

A common problem faced by prospective airlines is a lack of discipline in complying with the rules and procedures set by the company. Discipline is very important in the world of aviation because every action or decision taken can have a major impact on the safety of passengers and crew. Some common problems include tardiness in attendance, unwillingness to comply with safety procedures, and inaccuracy in performing flight-related tasks. To overcome these problems, airlines need to adopt the right approach by providing intensive training and supervision and building a strong culture of discipline among employees. Another common problem in the airline industry is employees' inappropriate attitudes towards their duties and responsibilities. Inappropriate attitudes can negatively affect the safety and comfort of passengers and crew. Some common attitude problems include impatience, lack of empathy towards passengers, and lack of responsibility in carrying out their duties. To overcome these problems, airlines need to provide effective training and coaching to improve employees' attitudes when carrying out their tasks. In addition, airlines need to build a corporate culture that encourages positive attitudes and a strong sense of responsibility among all employees. Discipline is a mental attitude and behavior of complying with rules, norms, and tasks that are well established. It is very important in a general context because it can determine the effectiveness and efficiency of an organization or society (Kelly, 2008). Without good discipline, it is difficult for individuals or groups to achieve set goals or fulfill their duties and responsibilities. Therefore, it is important for individuals to have discipline in carrying out tasks and obeying rules, be it in a personal or professional context. Discipline can be learned and improved through education, experience, and consistent practice.

Discipline is a mental attitude and behavior of obeying the rules and completing the tasks that have been set. However, discipline also has theoretical limitations that need to be considered (Foucault, 2018). First, discipline does not always work well if it is not accompanied by the development of individual abilities. High discipline but low individual capability can affect the effectiveness and efficiency of an organization or society. Second, discipline should also not hinder individual or group creativity and innovation. Too many rules and tasks to follow can make individuals or groups feel constrained and less able to innovate. Third, discipline also needs to be applied fairly and consistently throughout the organization or society, without exception. Inconsistency or unfairness in the application of discipline can lead to dissatisfaction and loss of trust in the established system. Therefore, it is necessary to adopt the right approach to applying discipline so that it remains effective and achieves the set goals without ignoring existing theoretical limitations (Turner, 2006).

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[1] Department of Air Navigation Engineering, Politeknik Penerbangan Indonesia Curug, Tangerang, Indonesia.

Attitudes in a general context refer to individuals' judgments and evaluations of objects or situations, which can influence their behavior and decisions (Obicci, 2022). Good attitudes can have positive effects in various aspects of life, such as health, work, and social relationships. However, a negative attitude can negatively impact an individual's or society's well-being. Therefore, it is crucial for individuals to pay attention to their attitudes and correct inappropriate attitudes through coaching and training. Attitudes can also be influenced by internal factors such as personality and individual experience, and external factors such as culture and environment. In an organizational context, employee attitudes can affect organizational effectiveness and efficiency, so it is essential for companies to build a positive organizational culture and pay attention to employees' attitudes as they carry out their duties and responsibilities (Rajecki, 1990).

Attitudes are individuals' assessments or evaluations of objects or situations that can influence their behavior and decisions (Petty et al., 1997). However, theoretical limitations need to be considered in understanding attitudes. First, attitudes cannot always be predicted precisely from individual behavior or actions. Although a person often shows behavior consistent with their attitude, inconsistent behavior can also occur, especially in certain situations. Second, attitudes can change over time, depending on an individual's experiences and environment. Third, attitudes can be influenced by other factors, such as individual beliefs and values, so they do not always reflect objective thoughts or views. Therefore, it is necessary to adopt the right approach to understanding attitudes and to consider existing theoretical limitations (Pickens, 2005).

Politeknik Penerbangan Indonesia Curug (PPI Curug) is one of the official universities under the auspices of the Ministry of Transportation of the Republic of Indonesia and is required to maintain very high standards of discipline and conduct. PPI Curug is located in Curug District, Tangerang, Banten Province. Established in Jakarta, precisely in the Gempol-Kemayoran area, in 1952, this educational institution was originally named the Indonesian Aviation Academy (API) and is now known as the Indonesian Aviation Polytechnic Curug (PPI Curug). PPI Curug has the task and function of educating cadets to become expert, skilled human resources in the field of aviation, a program recognized nationally and internationally.

Cadets are the future of the nation and part of the aviation polytechnic, which will advance the nation through various ideas and concepts that can improve the nation's quality. Quality improvement is accompanied by conditions or circumstances that force individuals to comply with SOPs or discipline. On the other hand, some attitudes must be maintained, or even serve as SOPs or specific rules; in other words, an attitude can become a specific obligation, whether written or unwritten. Therefore, cadets must have a strong spirit of learning and a drive to achieve goals. The knowledge gained from undergraduate education is undoubtedly a guide in the future. However, in the world of work, a well-educated mindset is very important for cadets to compete, maintain a positive attitude, and uphold discipline. Discipline is an attitude of obedience and compliance with applicable regulations. Discipline must be implemented in all environments, namely the family, community, and school environment (Ahmad, 2021). As cadets, discipline can hone their abilities and develop their potential in each scientific field they pursue. After graduating from college, they can become part of the skilled workforce and enter the world of work and society.

At Politeknik Penerbangan Indonesia Curug (PPI Curug), there is a unit, namely the Character Development Center (Pusbangkar), led by a Head, or Kapusbangkar, whose task is to shape cadets' values, attitudes, and discipline. In leadership, a person leads, guides, influences, or controls the thoughts, feelings, or behavior of others, as well as the relationship and influence between the leader and the led. Leadership emerges and develops through the automatic interaction between leaders and those they lead. Leadership can function through a leader's power to invite, influence, and mobilize others to take action toward specific goals (Jamaludin, 2017).

Leadership is an aspirational, energizing, and moral force that is creative and able to influence its members to change their attitudes so they align with the leader's wishes. Behavior aligns with the leader's will through the leader's interpersonal influence on subordinates, especially in efforts to achieve common goals and solve problems that require collective action. So, there is no need for coercion, suppression, intimidation, or specific threats. Because the better the dimensions of leadership style, the higher the level of performance. The right leadership style will motivate someone to achieve. Employee success or failure in work performance can be influenced by the leadership style of their superiors (Nasution, 2020).

Leadership style can affect employees' attitudes in an organization (Fauzan, 2019). Task-oriented leadership styles tend to influence employee attitudes to achieve goals and efficiency. In contrast, relationship-oriented leadership styles tend to influence employees' attitudes, prioritizing personal satisfaction and harmony in work relationships (Anoraga, 2001). In addition, authoritarian leadership styles can lead employees to be less creative and take less initiative, while participative or democratic leadership styles can encourage employees to participate more actively in decision-making and contribute to organizational success. Therefore, it is important for a leader to choose the right leadership style and pay attention to employees' attitudes when carrying out their duties and responsibilities. A good leader also needs to pay attention to changes in employee attitudes and conduct coaching to improve inappropriate attitudes in order to achieve organizational goals (London, 2001).

In social contexts, attitudes can affect interactions and relationships among individuals. Positive attitudes can help individuals build good social relationships with others, while negative attitudes can damage social relationships and exacerbate conflicts that occur (Shamir, 1991). In addition, poor attitudes towards certain groups can lead to discrimination and prejudice, which can worsen social conditions and harm society as a whole. Therefore, it is vital for individuals to pay attention to their attitudes and correct inappropriate attitudes through positive social development and experiences. Through good education and social experiences, individuals can gain sufficient knowledge and experience to develop positive attitudes and avoid negative ones in their social interactions and relationships.

Leadership style can affect the level of employee discipline in the organization (Bowery, 2004). The authoritarian leadership style can create an atmosphere of strictness and high discipline in the workplace. In contrast, the democratic or participative leadership style provides a broader space for employees to develop their creativity and initiative. However, they still adhere to the rules and policies in place. In addition, inspirational or transformational leadership styles can influence employee discipline by intrinsically motivating them to work with discipline and diligence to achieve organizational goals (Ahmad et al., 2023). However, it is also essential for a leader to pay attention to the organization's disciplinary needs and adapt their leadership style to the situation to achieve an optimal level of discipline in the workplace.

An effective leadership style can help improve discipline in the organization. A leader who leads by example and values discipline tends to influence his subordinates to follow the same mindset more easily. In addition, a leader who can give clear direction and provide timely feedback will help employees to identify their strengths and weaknesses in performing their tasks. Thus, employees will find it easier to correct their undisciplined behavior and improve their productivity at work. Therefore, it is essential for a leader to learn different leadership styles and adapt their leadership style to the organization's needs to achieve optimal discipline.

The leadership style of a Kapusbangkar is highly influential in maintaining discipline in the educational process and ensuring that each cadet can complete the education being undertaken as planned by the educational institution. The leadership style aims to enable cadets to navigate every educational process and to apply discipline to daily activities in both academic and non-academic fields. Leadership style is a pattern of behaviour and strategies that are preferred and often applied by a leader to achieve the goals of an organization, especially educational institutions.

Field Suranata et al. (2022) conducted research to find the effect of leadership style on work discipline. Research was conducted to see the effect of leadership style on organizational commitment. Research was conducted to find the effect of leadership style on employee performance. Field Hamour (2023) and Senen et al. (2021) conducted research to find the effect of leadership style on work motivation. This study aims to identify the influence of KAPUSBANGKAR's leadership style on cadets' attitudes and discipline, and to measure the levels of these among cadets at the Indonesian Aviation Polytechnic Curug.

2. Method And Material

This study uses a quantitative approach with a Pre-Experimental Design, specifically a One-Shot Case Study. The research was conducted at the Indonesian Aviation Polytechnic in Curug Regency. The population in this study was 500, with a sample of 225 selected using a combination of purposive and saturated sampling. Data were obtained through a survey using a Likert-scale questionnaire. The questionnaire or measuring instrument used was previously tested for validity and reliability first, and it was found that all items used were valid and reliable with a Cronbach's Alpha (α) value of 0.773.

3. Result And Discussion

3.1 Descriptive Statistics

Based on 225 processable questionnaires, demographic information is collected as a reference to understand the characteristics of the research sample. Why cadets level 1 and level 2? Cadets at levels 3 and 4 partly carry out On The Job Training activities; the data obtained is less significant, so only levels 1 and 2.

The first statement, based on research Statement X1.1, of 225 respondents who have been given a statement, 108 respondents (48%) answered Strongly Agree, 81 respondents (36%) answered Agree, 31 (13.8%) respondents answered neutral, 3 (1.3%) respondents answered Disagree, and 2 (0.9%) respondents answered Strongly Disagree. The second statement, based on Table 4.2 Statement X1.2, of 225 respondents who have been given a statement, 133 respondents (59.1%) answered Strongly Agree, 64 respondents (28.4%) answered Agree, 22 (9.8%) respondents answered neutral, 4 (1.8%) respondents answered Disagree, and 2 (0.9%) respondents answered Strongly Disagree. The third statement, based on Table 4.2 Statement X1.3 of 225 respondents who have been given the statement, 134 respondents (59.6%) answered Strongly Agree, 68 respondents (30.2%) answered Agree, 17 (7.6%) respondents answered neutral, 3 (1.3%) respondents answered Disagree, and 3 (1.3%) respondents answered Strongly Disagree.

The fourth statement, based on table 4.2 Statement X1.4, of 225 respondents who have been given a statement, 144 respondents (64%) answered Strongly Agree, 60 respondents (26.7%) answered Agree, 19 (8.4%) respondents answered neutral, 1 (0.4%) respondent answered Disagree, and 1 (0.4%) respondent answered Strongly Disagree. The fifth statement, based on table 4.2 Statement X1.5 of 225 respondents who have been given a statement, 145 respondents (64.4%) answered Strongly Agree, 67 respondents (29.8%) answered Agree, 11 (4.9%) respondents answered neutral, 1 (0.4%) respondent answered Disagree, and 1 (0.4%) respondent answered Strongly Disagree.

Based on the results of research on respondents' responses to the cadet attitude variable, the results were obtained: (a) The first statement based on table 4.3 Statement Y1.1 of 225 respondents who have been given a statement, 157 respondents (69.8%) answered Strongly Agree, 52 respondents (23.1%) answered Agree, 16 (7.1%) respondents answered neutral, 0 (0%) respondents answered disagree, and 0 (0%) respondents answered Strongly Disagree. (b) The second statement, based on Table 4.3 Statement Y1.2 of 225 respondents who have been given a statement, 135 respondents (60%) answered Strongly Agree, 71 respondents (31.6%) answered Agree, 18 (8%) respondents answered neutral, 0 (0%) respondents answered Disagree, and 1 (0.4%) respondent answered Strongly Disagree. (c) The third statement, based on table 4.3 Statement Y1.3 of 225 respondents who have been given a statement, 97 respondents (43.1%) answered Strongly Agree, 89 respondents (39.6%) answered Agree, 34 (15.1%) respondents answered neutral, 5 (2.2%) respondents answered Disagree, and 0 (0%) respondents answered Strongly Disagree.

Based on the results of the analysis of respondents' responses to the Cadet Discipline variable, the results were obtained: (a) The first statement based on table 4.4 Statement Y2.1 of 225 respondents who have been given a statement, 123 respondents (54.7%) answered Strongly Agree, 76 respondents (33.8%) answered Agree, 23 (10.2%) respondents answered neutral, 1 (0.4%) respondent answered disagree, and 2 (0.9%) respondents answered Strongly Disagree. (b) The second statement, based on Table 4.4 Statement Y2.2 of 225 respondents who have been given a statement, 141 respondents (62.7%) answered Strongly Agree, 69 respondents (33.8%) answered Agree, 15 (6.7%) respondents answered neutral, 0 (0%) respondents answered Disagree, and 0 (0%) respondents answered Strongly Disagree. (c) The third statement, based on Table 4.4 Statement Y2.3 of 225 respondents who have been given a statement, 133 respondents (59.1%) answered Strongly Agree, 66 respondents (29.3%) answered Agree, 23 (10.2%) respondents answered neutral, 2 (0.9%) respondents answered Disagree, and 1 (0.4%) respondent answered Strongly Disagree.

3.2 The Effect of Leadership Style on Cadets' Attitudes

Table 1. T Test of Variable X on Variable Y1

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	6.386	.595		10.742	.000
	X	.314	.026	.625	11.954	.000

Source: Calculate by Author

Based on the first hypothesis, which states that the captain's leadership style positively affects cadets' attitudes. Can be seen in Table 1. Shows that the t value of the variable count is 11.95> t table value 5.5, and the regression significance value is 0.00 <0.05. It can be concluded that the leadership style at headquarters affects cadets' attitudes.

3.3 The Effect of Leadership Style on Cadets' Discipline

Table 2. T Test of Variable X on Variable Y2

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	5.747	.658		8.735	.000
	X	.346	.029	.623	11.900	.000

Source: Calculate by Author

Based on the second hypothesis, which states that the leadership style of the captain has a positive effect on the discipline of cadets. It can be seen from Table 2 that the t value of the variable count is 11.90> from 5.5 and the regression significance value is 0.00 <0.05. It can be concluded that the leadership style of the headquarters has an effect on the discipline of cadets.

3.4 Coefficient of Determination

This study uses two tests for the coefficient of determination due to the use of two dependent variables which are carried out separately.

Table 3. Determination Test of Variable X on Variable Y1

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.625ᵃ	.391	.388	1.296

Source: Calculate by Author

Based on Table 3, the R-value is 0.625 with an R Square of 0.391, while the R^2 value is 0.388. It can be concluded that variable X influences 38.8% on variable Y1. Other variables outside the study influence the remaining percentage.

Table 4. Determination Test of Variable X on Variable Y2

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.623ᵃ	.388	.386	1.434

Source: Calculate by Author

Based on Table 4, the R-value is 0.623 with an R Square of 0.388, while the R^2 value is 0.386. It can be concluded that variable X has an influence of 38.6% on variable Y2. Other variables outside the study influence the remaining percentage.

3.5 Discussion on Leadership Style on Cadets' Discipline

The results showed that leadership style influences cadets' attitudes. This could be due to changes in regulations from individual conditions prior to becoming cadets; on the other hand, discipline, or another dependent variable in this study (Y2), also plays a role in the attitudes held by cadets. Where in line with research conducted by Fernandez (2023), which states that discipline can change individual attitudes. The attitude formed by cadets from leadership style accounts for only 38.8% of the effect, whereas other variables account for the rest. The remaining percentage may have been influenced by discipline, but this factor was not examined further in this study. Attitude in this study can lead to attitude change, whereas, based on Arifin (2017) studies, discipline can also affect changes in individual attitudes. This is reinforced byMohan & Kinslin (2022)those who also state that certain conditioning carried out on individuals or groups can considerably influence a person psychologically, changing a person's character or attitude.

The leadership style in this study leads to centralized, authoritarian leadership, due to the culture instilled in cadets to obey superiors. On the other hand, cadets are also required to be professional and not argue with their superiors' orders; this is due to their placement after experiencing the cadet process. Where the placement has a fairly complicated procedure and has the potential for a fatal accident. A person's personality is also influenced by their internal conflicts and past experiences, which can affect their motivation and behavior in the workplace. Leaders who understand these dynamics can create a work environment that encourages discipline, such as by providing clear goals and clarifying everyone's roles and responsibilities. In addition, leaders who can help subordinates overcome their internal conflicts and strengthen their beliefs can create a work environment conducive to discipline (Ignatiev and Tsyrfa, 2022). In this context, leaders can also provide constructive feedback and appropriate rewards for good performance, thus strengthening motivation and discipline.

From a psychodynamic perspective, authoritarian leaders can alter their members' discipline through a defense mechanism called projection (Udin, 2023). Authoritarian leaders tend to blame others for mistakes or failures and encourage their members to maintain strict discipline by threatening or administering harsh punishments (Permadi & Suryantob, 2018). However, such actions may trigger the projection defense mechanism, in which members tend to reject and blame the leader for mistakes or failures. As a result, members' discipline may decline as they feel unappreciated and under constant pressure from the leader. Authoritarian leaders can influence their members' discipline through the concepts of identification and self-defense processing. Identification occurs when individuals seek recognition and approval from respected people, including their leaders. In this case, members who want to be accepted by the leader may display higher discipline to fulfill their identification needs (Clara et al., 2022). In addition, individuals may also use self-defense to overcome insecurity or fear of authoritarian leaders. One example of self-defense processing is projection; as explained in the previous section, individuals may blame others or the external environment for mistakes or failures rather than themselves. Therefore, authoritarian leaders may use their power to force members to comply with rules and discipline, but this approach may cause tension and dissatisfaction among members.

Meanwhile, from the perspective of humanistic psychology, authoritarian leaders are those who do not allow their members the freedom to fulfill their personal needs (Nisa, 2017). In Maslow's hierarchy of needs theory, cognitive and self-actualization needs can be hampered by authoritarian leaders, as members do not feel

valued or given the opportunity to express themselves freely (Maslow, 1967). This can lead to members' reluctance to comply with the disciplinary demands of the leader, as they do not feel connected to the leader's values and goals. Therefore, authoritarian leaders can undermine the discipline of their members because they do not attend to members' needs and perspectives when enforcing disciplinary demands (Lester, 1990). If, in the context of authoritarian leadership, leaders successfully improve the discipline of their members, several dynamic psychological factors may be involved. First, in the psychodynamic view, individuals have a need for structure and clear boundaries (Maslow, 1971). Authoritarian leadership, with clear structure and strict boundaries, can meet this need and help team members feel more organized. Second, authoritarian leaders tend to use punishment and sanctions to maintain discipline within the team (Maslow, 1950). This approach can trigger fear among team members and encourage them to adhere more strictly to the rules.

3.6 Discussion on Leadership Style on Cadets' Attitudes

This study found that leadership style affects cadet discipline. This can be caused by a leadership style applied directly, which leads cadets to adhere to rules or discipline that have been determined. On the other hand, the leadership style among cadets tends to center on seniors or certain section heads, where the leader, in this case, is the one who enforces the rules or can directly impose punishment. This study supports the findings of Asifa (2019) that leadership style affects the work discipline of Pekanbaru health center employees, as well as El-Nasharty (2022), who found that leadership style affects work discipline. According to Mohammed & Rashid (2023), leadership style affects employee work discipline in state agencies, particularly in health agencies in Pangkal Pinang City.

According to research on the influence of autocratic leadership style on other members' work discipline, a leader may delegate all decision-making to other members who are reachable. Leaders are also considered to be strict with cadet members, especially those who violate the rules. Leaders tend to reprimand and impose harsh consequences that motivate cadets to improve their discipline. The leadership is also seen to be connected with some other cadet members; in other words, the leadership does not only want to talk and discuss with certain people, so that there is no clustering among cadet members. This is in accordance with the findings of Suranata et al. (2022), who found that an autocratic leadership style has a positive and significant effect on work discipline at the Bali Province Language Center, as well as the findings of Suhartono et al. (2023), who found that leadership style affects employee work discipline at the Tasikmalaya education office.

Research in psychology and management has shown that the leadership style used by organizational leaders can influence the attitudes and behaviors of the employees working under them, (Macey & Schneider, 2008). Employee attitude is an essential psychological variable in influencing organizational performance and productivity. In this context, attitude is defined as a relatively stable predisposition toward a particular object. It is based on an individual's affective, cognitive, and behavioral evaluations of that object (Lim & Ployhart, 2004). Attitude is an important aspect of human behavior that reflects an individual's experiences, knowledge, beliefs, and values related to work or an organization. Different leadership styles can shape different attitudes among members (Aisah, 2020). For example, an authoritarian leadership style tends to foster attitudes among members that are passive, fearful, and uncreative. Members led by an authoritarian leader are less likely to be strongly motivated to learn and improve their skills, as they feel limited in their initiative and creativity.

On the other hand, a more democratic and participative leadership style can shape the attitudes of members to be more proactive, creative, and independent. Democratic leaders tend to give members more space to participate in decision-making and strategy development, thereby motivating them to provide input and contribute actively to achieving organizational goals (Hamour, 2023). Inspirational or transformational leadership styles can also shape positive member attitudes, as inspirational leaders can help members to find greater meaning and purpose in their work, thus increasing their sense of pride and motivation to work harder and be more disciplined (Pickens, 2005). Therefore, it is important for organizational leaders to understand how their leadership styles influence members' attitudes and to adopt appropriate styles to foster positive, productive attitudes among their members.

4. Conclusion

Based on the testing and analysis that has been carried out regarding the Influence of the Leadership Style of the Head of the Character Development Center on the Attitudes and Discipline of Indonesian Aviation Polytechnic Cadets Curug with the analysis method used, namely simple regression analysis, it can be concluded that the leadership style of the head of the centre has a positive effect on the attitude of cadets. The head of the center's leadership style also positively affects cadets' discipline. This is due to the authoritarian nature of the leadership style, in which cadets are indirectly unable to disobey the leader and the provisions or regulations set by the leader or the organization they oversee. Attitude is also influenced by the same factors: the rules and the leader's authoritarian attitude, which cannot be contested, make members tend to obey and change their attitude in front of their leaders because they do not want to be punished or, worse, expelled from the cadets.

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About The Author

Feti Fatonah is currently a Lecturer at Politeknik Penerbangan Indonesia Curug in the Department of Air Navigation Engineering. She completed her last postgraduate studies at the STIAMI Institute of Social and Management Sciences. Her research focus and expertise are in aviation or navigation engineering.