psychological climate

by Penelitian Driven

Submission date: 07-Dec-2022 10:05PM (UTC+0700)
Submission ID: 1974272534
File name: Artikel_Driven.docx (78.34K)
Word count: 4812
Character count: 27776

Al-Ishlah: Jurnal Pendidikan
Vol.14, 1 (April, 2022), pp. 61-70
ISSN: 2087-9490 EISSN: 2597-940X, DOI: 10.35445/alishlah.v14i1.973

Building Student Talents and Future Leaders through Psychological Climate

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ARTICLE INFO

Keywords:

keyword 1; Building Talents
keyword 2; Student
keyword 3; Future Leaders
keyword 4; psychological Climate

Article history:

Received 2022-12-7
Revised
Accepted

ABSTRACT

Realizing a generation of talented future leaders requires special programs from educational institutions which of course are massively and consistently accepted by individuals every day. Talent development must be realized through the development of a positive psychological climate, supporting student leadership potential. Talented leaders will create positive perceptions for the members of the organization or institution they lead. The perception that the individual has is psychological climate. This research aims to develop a model for higher education policies to develop talents and future leaders through a valid, effective and practical Psychological Climate. This type of research is Research and Development, development methods and procedures apply an analytical conceptual model that describes the product components to be developed. The effectiveness and practicality test was carried out by applying the product to 100 students from 10 faculties at Universitas Lancang Kuning. The data analysis technique used is descriptive analysis and different tests using SPSS version 20.00. The results of this study are that the preparation of basic leadership training manuals and the acquisition of talents and student leadership based on psychological climate has increased between before and after being given basic leadership training based on psychological climate.

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1. INTRODUCTION

Leaders have an important meaning and role because they are the ones who navigate the organization. Therefore, it is absolutely necessary to have a capable leader, (Khan Malik, 2021) . Moreover, the world continues to develop and innovate, especially in fields such as biotechnology, nanotechnology, artificial intelligence, neurotechnology, renewable energy and space, (Asif, Asad, Bhutta, & Khan, 2021). There are many possibilities that could happen, which will determine the future direction of the world

from now on. The future that is formed can be positive and negative depending on how we perceive the impact of what we are doing now. In the Indonesian context, our country is in the process of moving towards a demographic bonus, where productive age is abundant (Takavarasha, Hapanyengwi, Rupere, & Zanamwe, 2012). There are many potential young people who can become leaders. This is a momentum to further improve the quality of human resources, both in terms of soft skills and hard skills.

In a team context, leaders need to focus on team building, rather than structure. Leaders need to create a structure capable of optimizing team performance, setting goals and dividing tasks, increasing psychological security, and improving team performance with feedback and rewards, (Fiok et al., 2021). Our world is now moving towards a period filled with uncertainty. Uncertainty certainly makes all policies must be based on changes in the environment as the main consideration, (Xu & Zhang, 2021). Leadership plays an important role as a driver for their institution so they can direct it towards a good future. Without good leaders, institutions have little chance of survival in an age of uncertainty.

Empathic leadership can have a big impact on organizational performance. The current generation, Generation Z, is 90 percent going to stay in an empathetic company, according to a survey from Business Solver in 2021. In addition, they also found that 50 percent of CEOs and 72 percent of employees believe empathy drives employee motivation,(Helmy & Jamil, 2020). Seeing the crucial importance of leadership skills, it is time for universities to focus on forging students to become leaders in the future.

Realizing a generation of talented future leaders requires special programs from educational institutions which of course are massively and consistently accepted by individuals every day. Future leaders must have character and the process of cultivating character cannot be done in the family alone. Higher education, especially Universitas Lancang Kuning, has a very important role in giving birth to a talented generation of future leaders, with the object of being students who will instill the character of leaders in students at Universitas Lancang Kuning.

Students currently have a special role which is grouped into three: Agent of Change, Social Control, and Iron Stock. With these three functions, students carry a big task which is expected to bring about changes in the nation, of course with the attitude and spirit of leadership among the students themselves. To "fertilize the seeds" of leadership among students, a program was held to maximize this potential, namely Leadership Basic Training. This training has a big target, namely triggering the spirit and attitude of student leadership and producing quality cadres, through the three student roles mentioned above, including Agent of Change, namely students acting as agents of change, Social Control, namely the role of students as controllers/monitors of social conditions in society, and Iron Stock, namely the role of students as holders of the "baton" of leadership in this country.

Higher education needs to equip students with qualified leadership skills and must be forged from an early age, (Biggadike, Evans, & Pei, 2022). The youth moment is still in college. Students who will later continue the leadership relay, be it in companies, government, non-profit organizations, even educational institutions, (Kendall et al., 2018). Students are in a growth phase in mindset, attitude and behavior, so this can be a good opportunity to increase capacity and form quality national and global leaders, (Aali & Aljahromi, 2021). It is the right momentum to develop the leadership potential of Indonesian students according to the character of Indonesian leadership. Indonesian Leadership is an authentic Indonesian leadership approach based on self-confidence that it is time for this nation to show its teeth to show its teeth leading changes in civilization with an original style that only Indonesian leaders have. Talented leaders will create positive perceptions of both the environment and members of the organization or institution they lead. The perception that the individual has is the psychological climate.

Psychological climate or psychological climate describes the climate that exists in organizations that can cause employees to like their work wholeheartedly or can actually trigger psychological barriers to their work, (Dewi et al., 2018). Climate is the uniqueness that distinguishes an organization from other organizations that can influence individual behavior in the organization. climate as the understanding that members have about customs, procedures and various behaviors that are supported in certain situations,(Stolk, Jacobs, Girard, & Pudvan, 2018; von Ompteda, 2019; Ye, Junye, & Yan, 2011). Psychological climate is defined as a representation of an individual's assessment of relatively close

situational events, expressed from their environment which reflects the psychological meaning of the individual. Meanwhile (Alyushin, 2018) describes the psychological climate as an individual's cognitive assessment of the environment that is meaningful to him and his personal values. Psychological climate can refer to members' perceptions of the organization in general or aspects of the organization, especially its policies, practices, and procedures, or behaviors that are valued, supported or expected, (Zhang & Zhou, 2012).

Based on some of these views, the psychological climate is an individual's assessment of the organizational or institutional environment in terms of policies, procedures and treatment of himself that relates to the sense of well-being of members. The basic indicators for the realization of psychological climate in the development of talents and future leaders refer to the results of research (Field & Abelson, 2022) regarding the components of the organizational psychological climate that affect the performance of members of the organization to behave in a certain way. There are six dimensions to measure it, namely: (1) Structure that reflects individual feelings regarding their position or placement in the organization properly and has clear roles and responsibilities within the organizational environment. (2) Standards, measuring pressure to improve performance and the degree of pride possessed by members of the organization in doing a good job. High standards mean that members of the organization are always trying to find ways to improve performance. Conversely, low standards reflect lower expectations for performance. (3) Responsibility, reflecting students' feelings that they are "bosses for themselves" and do not need their decisions to be legitimized by other members of the organization. (4) Appreciation, indicating that members of the organization feel valued if they can complete tasks properly. (5) Support, reflecting a feeling of trust and mutual support that continues between groups. (6) Commitment, reflecting members' feelings of pride in their organization and the degree of loyalty to achieving organizational goals.

Planting a positive psychological climate in the scope of student organizations in particular and students in tertiary institutions in general can be carried out starting from mapping the talents and types of leadership possessed by students to basic leadership training, ESQ training, leadership and so on in which the psychological climate is integrated. positive. One of these trainings is at Universitas Lancang Kuning, which is known as the Basic Leadership Training (LDK).

This training is always held every year, Pre-observation was carried out to several participants and the training committee. Wandri Saputra Simbolon, a class of 2020 student who has attended this training, stated that this training contained good materials, making students "literate" about current issues in Indonesia, but this training contained too many volumes, so the consistency of the participants was lacking. could be maintained during the training, and the assessment given by the training committee was not transparent, one of which was not being told what indicators were being assessed. As for Musabihan, a class of 2019 student who has also attended this training stated that this training was actually quite good, as well as being independent, making students have their own awareness, and this training placed community service as a top priority, but he also expressed complaints that the same as the first informant, namely the training with too many volumes made the enthusiasm and consistency of the participants drop in each volume when the training took place.

In this pre-observation, information was obtained that students at Universitas Lancang Kuning were still considered to be less prominent in aspects of leadership behavior, and negative behavior was often found which was the result of a bad leadership attitude. The training held by the Universitas Lancang Kuning Student Executive Board (Badan Eksekutif Mahasiswa) for Universitas Lancang Kuning students, of course, requires evaluation and development to continue to optimize this program for the future, as well as to assess the extent to which this program has been achieved and how useful it is.

Based on the gap analysis and the basis of the novelty of the research that will be carried out, the team carries the title of this research "Model of higher education policies to develop future talents and leaders through the Psychological Climate". The product produced is a guidebook for the implementation of the basic leadership training at Universitas Lancang Kuning.

2. METHODS

Development of a university policy model to develop future talents and leaders through the Psychological Climate at Universitas Lancang Kuning using a Research and Development approach. This approach was chosen because it went through various stages designed to produce the model and the accompanying outcomes. The steps in research and development according to Borg & Gall (Putra et al., 2020) can be simplified into five main steps, namely: 1) Conducting a needs analysis for the product to be developed 2) Developing the initial product 3) Expert validation and revision 4) Small-scale field trials and product revisions 5) Large-scale field trials and final products.

The percentage formula is used to analyze aspects of the psychological climate of students and the t test is also used to test differences in the results of the Research and Development development process, which aims to see the effectiveness of developing a higher education policy model to build talents and future leaders through the Psychological Climate at Universitas Lancang Kuning by using SPSS 20.0.

The research respondents were divided into two stages, namely a limited test using a purposive sampling technique, namely all heads or heads of student activity units at Universitas Lancang Kuning, totaling 40 student. The trial was expanded using an area random sampling technique by attracting 100 student representatives spread across 10 faculties.

Data collection techniques used non-test instruments using questionnaires or talent questionnaires and psychological climate-based student leadership. Then the data was also obtained through discussion activities at each stage of the activity, namely focus group discussions and product conceptual assessment, namely a guidebook for basic leadership training based on psychological climate.

Data analysis in the development of higher education policy models builds talents and future leaders through the Psychological Climate at Universitas Lancang Kuning divided into: (1) Quantitative descriptive analysis to measure the results of model concept trials and model operational trials using a percentage formula. (2) Data analysis uses the t-test criteria according to (Muri yusuf, 2014) the t-test technique is used to analyze differences between two or more averages based on the type of data. In drawing conclusions/analysis carried out by means of test results with criteria using a significance coefficient (sig), provided that:

a) if the sig. count (probability) < 0.05 then reject Ho.
b) if the sig. count (probability) > 0.05 then accept Ho.

In order to obtain precise and accurate analysis results and avoid the possibility of a higher risk of error with manual calculations, all of the above hypothesis testing is processed using a computer program, namely the SPSS version 20.0 program.

3. FINDINGS AND DISCUSSION

The development of this conceptual model produces a policy model for talent development and future leaders based on a psychological climate . The policy model is outlined in talent mapping which is integrated in the psychological climate -based basic leadership training manual . The guidebook has been tested on 100 students consisting of leaders and members of student organizations at Universitas Lancang Kuning. The following describes the results of measuring student talents and future leaders before and after participating in basic psychological climate-based leadership training.

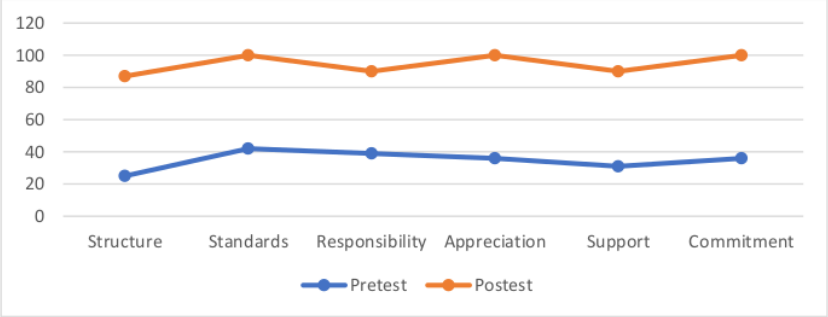
Table 1. Student Talent and Leadership Data based on Psychological Climate

Indicator	Pretest		Postest	
	F	%	F	%
Structure	25	31.3	62	77.5
Stmahasiswards	42	52.5	58	72.5
Responsibility	39	48.8	51	63.8
appreciation	36	45.0	64	80.0
support	31	38.8	59	73.8
Commitment	36	45.0	64	80.0

Source: research data

The results of applying the higher education policy model in developing future talents and leaders through the psychological climate are contained in the data processing results for each student achievement indicator. The results of the pretest show that students' talents and leadership are seen in the structure aspect which measures students' ability to place themselves with good roles and responsibilities in an organizational environment, only 31.3% are achieved. The highest student ability is only 52.5%, namely in the aspect of students' graduation or student's ability to withstand pressure and strive to improve performance. Then 48.8% responsibility, which is related to student responsibility towards their organization. 38.8% Support, student empathy and mutual support with other members within the scope of the organization and 45% Appreciation and commitment, namely self-esteem and self-achievement and commitment and level of loyalty to the organization.

Diagram 1. Comparison of the results of the Pretest and Posttest of Model Application



Source: Research Result Data

The diagram above presents data on the results of the acquisition of talent and student leadership based on *psychological climate* which has increased between before and after being given basic leadership training based on *psychological climate*. Overall the results are still low compared to the posttest scores which have increased significantly. The results of descriptive data processing are supported by the different test results:

Table 2 . Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest & Posttest	4 0	,924	,000

Source: Data processed by SPSS Version 20.00

Based on data processing using SPSS 20.00, it can be concluded that there are significant differences in the talents and future leaders of students between before and after participating in basic psychological climate-based leadership training. 0.924 (92.4%) at $\alpha = 0.05$.

The conceptual model test was carried out by four expert judgments and analyzed using the percentage formula, with the assessment criteria divided into four categories, namely:

Table 4. Guidebook Assessment Categories

Range	Category
>86	Perfect fit
61-85	In accordance
36-60	Just Appropriate
<35	It is not in accordance with

psychological climate -based basic training guidebook:

Table 5. Guidebook Conceptual Assessment by Expert Judgment

Aspects of Book Assessment	Average	Percentage (%)	Category
Book title	14.33	89.6	Perfect fit
Writing system	13.67	85.4	In accordance
Spell Use	15	93.8	Perfect fit
Description/Content	15	93.8	Perfect fit
Application	14.33	89.6	Perfect fit

Based on the table above, all indicators serve as benchmarks for title suitability guidebook for basic leadership training based on *psychological climate* with its implementation during the conceptual test by four expert judges stating the **suitability level of the title** very suitable. The title is in accordance with the description in the contents of the book, it can also be associated with 21st Century leadership or the 4.0 era. The title of the book is good in a combination between building a spirit of leadership and applying psychological aspects in meaningful comfort in an organization and a psychological climate approach needs to be carried out in shaping the character of future

leaders. The book is very good, but the supporting theory in this training book needs to be added and

The systematics of writing the book is appropriate, precise and coherent. Some input and suggestions from the assessors, namely the Writing Systematics are in accordance with the Title and Discussion, but there are some spellings that seem to be Typos. It is better to check the spelling before printing it. **The use of spelling** in the writing of this manual is very appropriate. The use of sentence spelling is understandable in understanding the intent of the contents of the book, according to the rules. However, there are several sentences that need to be simplified so that they are easier for readers to understand. **Description/ The contents of this** basic leadership training handbook are easy to understand and in accordance with the substance. The description can be related to 21st century leadership or 4.0. The contents of this book are very good with simple language, making it easier to understand the contents of the book and this book has very well described what a leader is and how to do and shape the talents of future leaders through basic leadership training.

The application of the basic leadership training manual is easy, and feasible to implement because the assessment from the team stated that this book Ideally with good theories and concepts in this book, the realization and application of the theory from the material described must be carried out so that it can be applied to leaders and able as material for developing a better leadership spirit in the future but it is necessary to clarify the psychological substance of the climate in this training book and it needs to be thoroughly socialized to the faculties and faculties, bearing in mind that this book will later become a guide in implementing basic leadership training.

Discussion

The results of the study showed that there were significant differences in the talents and future leaders of students between before and after participating in basic psychological climate-based leadership training 0.924 (92.4%) at $\alpha = 0.05$. This shows that basic leadership training based on psychological climate is effective in building talents and future leaders in students.

Higher Education policy in this training begins with mapping student talent . Mapping Talent is a series of tests or assessments that aim to discover the potential of oneself or other people's abilities. Talent mapping can also be interpreted as a talent mapping effort, which will be very helpful in improving, strengthening, and developing talents or skills, including determining the right position in the company if done during the recruitment process ,(Angliawati & Fatimah, 2020; Biggadike et al., 2022). Mapping Talent is a way to find student talent , (Field & Abelson, 2022). Knowing your own talents makes it easier for students to recognize their potential and choose the right job. In an application, talent is emphasized above all, because there are professions that are not easy to learn, but require special skills: Everyone is a being who can think, act and reflect on what is achieved. However, not everyone has the motivation and confidence to develop. The dynamics of community movement always begins with individual dynamics that are influenced by the environment in the community.

As social beings, students need to be sensitive to the things around them. But there are also many people who do not know the problems outside of themselves. Ideally, people are sensitive to themselves and sensitive to the outside world (Kendall, Salas, Martinez, & Gonzalez, 2018) . Releasing this knowledge means that people must be able to lead themselves to lead something that moves dynamically outside of themselves. Understanding like this influences how I am, who I am, and what I do and will do now and in the future. Every community must be ready to lead and ready to be led. Regardless of capital, leaders differ in their nature and innate character, but the character of a leader is trained and shaped through serious and disciplined education, in essence a person requires an individual dialectical process with the surrounding reality. Humans are creatures with additional reflection, imagination, contemplation, reasoning and thinking that other creatures do not have (Biggadike et al., 2022). This fact should awaken us to the need to strengthen and further develop all our strengths. People also tend to value anything that involves ethics and aesthetics, (Xu & Zhang, 2021) . Ethics guides human behavior to do good on this earth, while aesthetics is a panorama of beauty formed by values originating from human nature. When ethics and aesthetics manifest in human beings, a harmonious, harmonious, harmonious and balanced human relationship emerges. There are many factors that influence humans to realize their own existence, like other people, the nature and essence of the god they believe in. This transcendental relationship certainly illustrates that humans relate to something according to their level of thought.

Finding the right leader is not easy in the current reform era. This is because most of the professionals available tend to be ill-equipped to become mature managers. Lots of experience but not supported by education and broad understanding. This gap between state and organizational leaders has a very important impact on the harmony and performance of state-organizations. As a result of collusion and nepotism, Indonesian states have many direct leaders who have very little education but are still employed for the country's political interests. As a result, as seen in this country, many leaders have instead brought their country into collapse and bankruptcy, which have resulted in many casualties and even material casualties. Nonetheless, they continued to get rich (through no fault of their own) with government funds and even bank loans that were supposed to be used to restore the country.

Research conducted by (Suryatna, 2016) found that psychological climate variables directly affect readiness for change. This employees can improve in terms of "Making many decisions that affect how to do their own work. In this organization employees must pay attention to each other's interests for the progress of the organization, always developing new ideas for success so that the organization can recognize the importance of employee contributions.

A study related to psychological climate has also been carried out by (Ahmar et al., 2018) with the title "Tacit Knowledge Sharing in Islamic Schools: Analysis of Leadership and Psychological Security Climate." This study aims to examine the effect of charismatic leadership on psychological security climate and tacit knowledge sharing. This study also investigates the central role of psychological safety climate as a mediating variable between charismatic leadership and tacit knowledge sharing. Likewise, the psychological security climate has a significant direct influence on tacit knowledge

sharing. This study also found evidence that charismatic leadership has a significant indirect effect on tacit knowledge sharing through the mediation of a psychological security climate. Thus, the psychological security climate acts as a partial mediator in this research model.

In addition, a similar study was also conducted by Muhamad Agung Ali Fikri et al 2021 with the title "Leadership Model in Islamic Boarding Schools: Managing Knowledge Sharing through Psychological Climate" stating that charismatic leadership has a significant direct influence on the climate of psychological security Likewise, a climate of psychological security has a direct influence significant impact on knowledge sharing This study also finds evidence that charismatic leadership has a significant indirect effect on tacit knowledge sharing through the mediation of a psychological safety climate.

4. CONCLUSION

The results of the acquisition of talent and leadership based on psychological climate students have increased between before and after being given basic leadership training based on psychological climate. That is, the model developed is effective in developing students' future talents and leadership.

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