

Organizational Behavior in the Satu Voice Student Activity Unit Hadrah Division at UIN Sayyid Ali Rahmatullah Tulungagung

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ABSTRACT

This study aims to analyze organizational behavior and work culture within the Satu Voice Student Activity Unit (UKM) Hadrah Division at UIN Sayyid Ali Rahmatullah Tulungagung, which serves as a platform for students to develop their talents in Islamic music and vocal performance. The study focuses on organizational dynamics, including communication patterns, leadership style, member behavior, and the work culture that shapes the organization's daily activities. The findings reveal that formal communication within the organization functions effectively and supports organizational coordination. However, informal communication among members remains relatively limited outside organizational activities, resulting in interpersonal relationships that tend to be functional rather than socially cohesive. In terms of leadership, the head of the organization adopts a democratic leadership style by encouraging members to express their opinions and participate in decision-making processes. Nevertheless, members' active participation in organizational activities remains suboptimal. Overall, the Satu Voice Hadrah Division has successfully established a well-structured organizational system that facilitates students' talent development. However, the organization continues to face challenges in enhancing member engagement and strengthening its organizational culture through the promotion of informal communication and greater social cohesion among its members.

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1. INTRODUCTION

Student organizations serve as strategic platforms for developing students' potential in both academic and non-academic domains. In addition to functioning as channels for expressing aspirations, student organizations provide opportunities for students to cultivate their interests, talents, character, and social skills that are essential for community engagement and future professional careers. According to Hadijaya, student organizations offer students opportunities to develop managerial competencies, leadership skills, organizational capabilities, and social responsibility as preparation for professional life (Hadijaya, 2015). Likewise, Nastiti argues that students' involvement in organizations plays a significant role in fostering democratic attitudes through participation, discussion, and collective decision-making processes (Nastiti, 2023).

Active participation in student organizations not only enriches students' academic experiences but also shapes organizational behavior and organizational culture. Organizational behavior refers to the study of how individuals and groups act, interact, and collaborate to achieve organizational goals (Wijaya, 2017). Organizational culture, on the other hand, encompasses the shared values, norms, and behavioral patterns that guide members in carrying out organizational activities. Consequently, student organizations provide an effective environment for cultivating positive character traits, including responsibility, discipline, teamwork, loyalty, creativity, and social awareness.

The development of these values is closely related to the quality of leadership practiced within the organization. Leadership plays a crucial role in determining organizational direction, motivating members, and creating a productive working environment. According to Fansuri and Talita, organizational success is largely influenced by a leader's ability to guide, motivate, and establish harmonious relationships with organizational members (Fansuri & Talita, 2020). Similarly, Mulyasa emphasizes that organizational activities contribute to character development by enabling members to learn responsibility, discipline, teamwork, and leadership through direct experience (Mulyasa, 2017).

In addition to leadership, communication constitutes a fundamental element in maintaining organizational effectiveness. Effective and open communication facilitates coordination, minimizes conflict, and strengthens interpersonal relationships among members. Silviani explains that organizational communication is the process of exchanging information, ideas, and messages among members to facilitate coordination and support the achievement of organizational objectives effectively (Silviani, 2020). Therefore, organizational effectiveness depends not only on a well-defined organizational structure but also on the quality of both formal and informal communication established among its members.

One of the student organizations that contributes significantly to the development of students' artistic and creative potential at UIN Sayyid Ali Rahmatullah Tulungagung is the Satu Voice Student Activity Unit (UKM), Hadrah Division. This division serves as a platform for students to develop their competencies in hadrah performance, Islamic music, and vocal arts while fostering religious values, discipline, and teamwork through its organizational activities. The effectiveness of this organization is determined not only by the technical abilities of its members but also by the organizational behavior, organizational culture, leadership practices, and communication patterns that characterize its daily operations.

Preliminary observations indicate that the Satu Voice UKM Hadrah Division demonstrates several distinctive organizational characteristics that warrant further investigation. The organization adopts a predominantly democratic leadership style by encouraging members to express their opinions and participate in decision-making processes. Formal communication among administrators and members is well organized and effectively supports the coordination of organizational programs. However, informal communication outside organizational activities remains relatively limited, resulting in interpersonal relationships that tend to be functional rather than socially cohesive. This condition has contributed to suboptimal member participation in various organizational activities, despite the existence of a well-structured organizational system.

Previous studies on student organizations have primarily examined leadership, communication, or character development as separate issues. Research integrating organizational behavior, organizational

culture, democratic leadership, and communication patterns within Islamic arts-based student organizations, particularly Hadrah divisions, remains limited. Therefore, this study aims to analyze organizational behavior and organizational culture within the Satu Voice Student Activity Unit (UKM) Hadrah Division at UIN Sayyid Ali Rahmatullah Tulungagung, focusing on communication patterns, leadership style, member behavior, and organizational culture that influence organizational effectiveness. The findings are expected to contribute to the development of more effective governance practices in student organizations while enriching the literature on organizational behavior within the context of higher education.

2. METHODS

This study employed a **descriptive qualitative case study** using a **mini-ethnographic approach** to explore organizational behavior and organizational culture within the Satu Voice Student Activity Unit (UKM) Hadrah Division at UIN Sayyid Ali Rahmatullah Tulungagung. A qualitative approach is appropriate for understanding social phenomena from the participants' perspectives and interpreting meanings embedded in their interactions and experiences (Creswell & Poth, 2018). The mini-ethnographic approach was selected because it enables researchers to gain an in-depth understanding of social interactions, behavioral patterns, and organizational culture within a specific community over a limited observation period (Spradley, 1980).

Data were collected through **limited participant observation**, with all observations systematically documented in field notes. Participant observation allows researchers to directly examine participants' behaviors, interactions, and organizational practices in their natural settings, thereby producing rich and contextual data (Hammersley & Atkinson, 2019). The observation focused on several key aspects of organizational life, including leadership practices, organizational hierarchy, communication patterns, member interactions, and the work culture that emerged during organizational activities.

The collected data were analyzed using **descriptive qualitative analysis**, involving data reduction, data display, and conclusion drawing. This analytical procedure follows the interactive model proposed by Miles, Huberman, and Saldaña, which emphasizes an iterative process of organizing, interpreting, and verifying qualitative data (Miles et al., 2014). The empirical findings were subsequently interpreted using theories of organizational behavior, organizational communication (formal and informal), democratic leadership, and group dynamics to provide a comprehensive understanding of organizational behavior and culture within the student organization.

3. FINDINGS AND DISCUSSION

3.1. Organizational Profile

The Satu Voice Student Activity Unit (UKM) is one of the student organizations at UIN Sayyid Ali Rahmatullah Tulungagung that serves as a platform for students to develop their interests and talents in music and vocal arts. Initially established as KM SATU Voice, the organization was founded by a group of students inspired by hadrah competitions organized outside the university. At the time of its establishment, the organization consisted solely of the Hadrah Division. As student interest continued to grow, the organization expanded its activities by establishing several additional divisions, including Hadrah, Tilawah, Choir, and Band. In 2015, the organization officially changed its name from KM SATU Voice to UKM SATU Voice, reflecting its broader organizational structure and diverse artistic activities. The name "SATU" is derived from the acronym of Sayyid Ali Rahmatullah Tulungagung, while the word "Voice" represents sound, singing, and the expression of artistic creativity through vocal performance. Accordingly, UKM Satu Voice is dedicated to fostering students' talents in music and vocal arts while promoting creativity, collaboration, and artistic excellence.

The Hadrah Division operates under the vision of becoming a student organization committed to developing students' potential in Islamic musical arts. To achieve this vision, the division pursues

three primary missions: (1) strengthening ukhuwah Islamiyah (Islamic brotherhood) among members, (2) enhancing students' creative, intellectual, artistic, and cultural potential, and (3) fostering a sense of family, solidarity, and appreciation for Islamic arts and culture. To accomplish these objectives, the Hadrah Division organizes a variety of structured programs throughout the academic year. These include weekly rehearsal sessions to improve members' musical and performance skills, an annual open recruitment program to ensure organizational sustainability through member regeneration, and the Festival Al-Banjari (FESBAN), an annual competition and performance event that serves as a platform for showcasing members' achievements and strengthening relationships with other hadrah communities. In addition, the division regularly conducts JAMSATU (Jam'iyyah Sholawat SATU Voice) at the end of each month, featuring the recitation of Barzanji and shalawat as part of its spiritual development activities.

These programs demonstrate the organization's commitment to maintaining both artistic quality and sustainable organizational development. Regular rehearsals strengthen members' technical competencies, annual recruitment ensures leadership succession and organizational continuity, while FESBAN and JAMSATU reinforce collaboration, organizational identity, and social cohesion among members. Collectively, these activities reflect the organization's commitment to developing students' artistic potential while fostering professionalism, discipline, teamwork, and organizational integrity.

3.2. Communication Patterns

The findings indicate that the communication system within the Satu Voice Student Activity Unit (UKM) Hadrah Division combines formal and informal communication to facilitate organizational coordination and the implementation of organizational activities. Formal communication primarily occurs during official meetings, routine evaluations, rehearsal coordination, and organizational decision-making. During these activities, the head of the division communicates organizational agendas, evaluates members' performance, and coordinates strategic as well as operational programs. Likewise, members formally convey progress reports, provide suggestions, and discuss the implementation of organizational activities (Silviani, 2020).

In addition to face-to-face interaction, formal communication is also supported through digital media, particularly WhatsApp groups. This communication channel functions as a medium for disseminating rehearsal schedules, monthly agendas, committee assignments, and other organizational information. The integration of face-to-face and technology-mediated communication enables the organization to maintain coordination despite differences in members' academic schedules and extracurricular commitments (Miller, 2020).

These findings correspond with the communication process proposed by Andi, who classifies organizational communication into direct communication and mediated communication. Direct communication occurs through face-to-face interaction, allowing immediate feedback and interpersonal exchange, whereas mediated communication utilizes communication technologies to facilitate information transmission across organizational members (Hardjana, 2019).

Furthermore, the observed communication patterns reflect the organizational communication model proposed by Pace and Faules, which distinguishes communication into formal and informal systems. Formal communication follows the organizational structure and includes vertical communication between leaders and members as well as horizontal communication among members at the same hierarchical level. Informal communication, however, develops naturally through interpersonal relationships outside the formal organizational structure and plays an important role in fostering trust, solidarity, and organizational commitment (Pace & Faules, 1989).

Based on the observations, formal communication within the Hadrah Division has functioned effectively. Vertical communication is evident in the interaction between the division leader and members during meetings and evaluations, while horizontal communication occurs among coordinators and members when discussing task allocation, rehearsal schedules, and performance preparation. Nevertheless, informal communication outside organizational activities remains relatively

limited. Interpersonal interactions are generally confined to work-related matters, resulting in relationships that tend to be functional rather than socially cohesive.

From the perspective of Robbins and Judge, communication is one of the essential determinants of organizational effectiveness because it facilitates coordination, decision-making, and member engagement (*Robbins & Judge, 2023*). Although the Satu Voice Hadrah Division demonstrates effective formal communication, the limited development of informal communication may reduce members' sense of belonging and collective commitment. This finding is also consistent with Miller, who argues that informal communication networks complement formal structures by strengthening interpersonal relationships, encouraging knowledge sharing, and creating a collaborative organizational climate (Miller, 2020). Therefore, the organization should not rely solely on formal communication channels but also promote informal interaction through team-building activities, informal gatherings, collaborative discussions, or social events. Such initiatives are expected to strengthen social cohesion, increase organizational commitment, and encourage more active participation among members.

The communication pattern of the Satu Voice UKM Hadrah Division demonstrates that formal communication has been effectively institutionalized through both direct and mediated channels, supporting coordination and organizational performance. However, informal communication among members remains relatively weak. Strengthening informal communication is therefore essential to fostering trust, social cohesion, and long-term organizational effectiveness.

3.3. Leadership

The findings indicate that leadership within the Satu Voice Student Activity Unit (UKM) Hadrah Division reflects the characteristics of a democratic leadership style. The division leader actively involves members in organizational decision-making, encourages open discussions, values members' opinions, and delegates responsibilities according to individual competencies. During divisional meetings, members are given equal opportunities to express ideas, provide suggestions, and participate in determining organizational programs and activities. Such practices foster mutual trust, collaboration, and shared responsibility among organizational members.

The implementation of democratic leadership is also evident in the leader's efforts to ensure fairness in organizational processes. Based on the observations, the division leader consistently emphasizes transparency in decision-making, avoids discriminatory treatment among members, and provides guidance whenever members encounter difficulties in completing organizational tasks or reaching collective decisions. Furthermore, both the division leader and section coordinators continuously motivate members to actively participate in routine rehearsals, organizational events, and committee activities. These practices create a supportive organizational climate that encourages members to contribute voluntarily to the achievement of organizational goals.

These findings are consistent with Winardi's concept of democratic leadership, which emphasizes active participation, orderly coordination, clear delegation of authority, and shared responsibility among organizational members (Winardi, 2000). Democratic leadership enables every member to contribute actively to organizational activities while maintaining accountability for assigned responsibilities. Consequently, leadership effectiveness is not solely determined by the leader's authority but also by the extent to which members participate in organizational processes.

Similarly, Kartini Kartono argues that democratic leadership is characterized by a people-oriented approach, effective guidance, mutual cooperation, and respect for the abilities of each organizational member (Kartono, 2019). Rather than relying on centralized authority, democratic leaders facilitate participation, recognize members' expertise, and optimize individual potential according to organizational needs. The leadership practices observed in the Hadrah Division demonstrate these characteristics, particularly through collaborative decision-making, participatory discussions, and the equitable distribution of responsibilities.

From the perspective of organizational behavior, Robbins and Judge emphasize that effective leadership influences employee motivation, organizational commitment, and overall organizational performance by fostering trust, participation, and effective communication (*Robbins & Judge, 2023*).

The participatory leadership practices observed within the Hadrah Division have contributed to a positive organizational climate in which members feel respected and involved in organizational activities. Such conditions enhance members' intrinsic motivation and strengthen their willingness to contribute to organizational success.

Furthermore, Northouse explains that democratic (participative) leadership enhances organizational effectiveness by involving members in problem-solving and decision-making processes, thereby increasing commitment to organizational objectives (Northouse, 2022). This theoretical perspective is reflected in the Hadrah Division, where organizational decisions are generally reached through deliberation and consensus rather than unilateral authority. Such an approach not only improves the quality of decisions but also strengthens members' sense of ownership toward organizational programs.

The democratic leadership practices observed in the Satu Voice UKM Hadrah Division also contribute to strengthening organizational commitment among members. By involving members in decision-making, encouraging collaboration, and recognizing individual contributions, the division leader fosters a sense of ownership and responsibility toward the organization. Such leadership practices motivate members not only to participate in organizational activities but also to prioritize the organization's goals over personal interests.

This finding is consistent with the organizational commitment theory proposed by Meyer and Allen, who define organizational commitment as a psychological attachment between individuals and their organization, reflected in members' emotional attachment (affective commitment), willingness to remain within the organization (continuance commitment), and sense of moral obligation to contribute to organizational success (normative commitment) (Meyer & Allen, 1991). In the context of the Hadrah Division, members' willingness to actively participate in rehearsals, organizational events, and collective decision-making demonstrates the development of affective and normative commitment fostered through participative leadership.

Furthermore, Robbins and Judge argue that organizational commitment reflects the degree to which individuals identify with organizational goals and desire to maintain their membership within the organization (Robbins & Judge, 2023). Leaders who promote trust, fairness, and participation are more likely to cultivate members' commitment, resulting in higher motivation, stronger collaboration, and improved organizational performance. The leadership practices implemented in the Satu Voice UKM Hadrah Division illustrate how democratic leadership contributes not only to effective decision-making but also to strengthening members' commitment to achieving shared organizational objectives.

Leadership within the Satu Voice UKM Hadrah Division is characterized by a democratic leadership style that promotes participation, transparency, collaboration, and shared responsibility. These leadership practices have contributed positively to organizational effectiveness and organizational commitment. However, increasing members' active participation remains an important challenge, indicating the need to complement democratic leadership with strategies that strengthen organizational culture, interpersonal communication, and member engagement.

3.4. Dominant Organizational Behavior

The observations revealed several dominant organizational behaviors within the Satu Voice Student Activity Unit (UKM) Hadrah Division that contribute to the organization's effectiveness. One of the most prominent behaviors is the leader's commitment to maintaining integrity and organizational discipline. During the recruitment process for new members, the division leader firmly addressed dishonest practices and ensured that the selection process was conducted fairly and transparently. This behavior reflects the organization's commitment to integrity, accountability, and justice, which are fundamental values in establishing organizational credibility. By consistently enforcing these principles, the leader reinforces behavioral standards that are expected to be adopted by all organizational members.

This finding is consistent with Robbins and Judge, who define organizational behavior as the systematic study of how individuals, groups, and organizational structures influence behavior within

organizations to improve organizational effectiveness (Robbins & Judge, 2023). Leadership behavior that emphasizes fairness and accountability not only regulates members' conduct but also shapes an organizational climate that encourages discipline, trust, and collective responsibility. Another dominant characteristic observed in the Hadrah Division is the strong interdependence among members during organizational activities. Every member performs a specific role that complements the contributions of others, particularly during rehearsals and musical performances. Vocalists are assigned different vocal parts—including the lead vocal, second vocal, third vocal, and backing vocal—while percussion players perform distinct rhythmic patterns, such as the basic rhythm, ascending rhythm, and descending rhythm. Each component functions as part of an integrated performance system in which the success of the group depends on the coordination and synchronization of every member. Consequently, organizational effectiveness is achieved not through individual performance but through collaborative teamwork.

From the perspective of Kreitner and Kinicki, organizational behavior emphasizes the interaction between individuals and groups within organizational systems, where collaboration, coordination, and mutual dependence become essential determinants of organizational performance (Kreitner & Kinicki, 2010). The rehearsal process observed in the Hadrah Division clearly illustrates this concept, as every member contributes unique competencies that must be harmonized to produce a cohesive musical performance. The division of vocal and instrumental roles also reflects an effective distribution of tasks based on members' skills, thereby increasing both efficiency and performance quality.

The findings further support Fauzan's view that organizational behavior encompasses individual behavior, leadership, communication, teamwork, organizational culture, and decision-making processes that collectively influence organizational effectiveness (Fauzan, 2022). In the Hadrah Division, these elements are evident through disciplined rehearsals, collaborative learning, mutual evaluation, and continuous coordination among members. Rather than focusing solely on technical performance, members demonstrate behaviors characterized by cooperation, responsibility, and collective commitment toward achieving shared organizational goals.

An additional behavioral characteristic identified during the observations is the establishment of routine communication and coordination practices before, during, and after rehearsals. Members regularly engage in clarification, feedback, and performance evaluations, creating repetitive communication cycles that reduce uncertainty and facilitate collective understanding. Such communication routines strengthen organizational learning and improve members' ability to coordinate effectively during both rehearsals and public performances.

The dominant organizational behaviors observed within the Satu Voice UKM Hadrah Division demonstrate that organizational effectiveness is supported by three interconnected dimensions: leadership integrity, collaborative teamwork, and structured communication. These behavioral patterns have fostered a positive organizational culture characterized by discipline, mutual trust, responsibility, and cooperation. The integration of these dimensions enables members with diverse competencies to perform collectively and achieve high-quality artistic outcomes. Therefore, the effectiveness of the organization is influenced not only by technical competence but also by the organizational behaviors that shape interactions among its members.

The dominant organizational behaviors within the Satu Voice UKM Hadrah Division are reflected in leadership integrity, strong teamwork, disciplined communication, and mutual interdependence among members. These behaviors contribute significantly to organizational effectiveness by strengthening coordination, enhancing collaboration, and fostering a supportive organizational culture that enables members to achieve shared artistic and organizational goals.

3.5 Organizational Culture

The observations indicate that the Satu Voice Student Activity Unit (UKM) Hadrah Division has developed a positive organizational culture characterized by discipline, responsibility, collaboration, and continuous improvement. These cultural values are reflected in members' daily

organizational practices. For example, members are required to notify the organization through the WhatsApp group whenever they are unable to attend rehearsals, accompanied by a clear explanation of their absence. This practice demonstrates accountability while ensuring that rehearsal activities can proceed efficiently without unnecessary delays. Such behavioral norms have become accepted organizational practices and are consistently followed by all members.

Another prominent cultural characteristic is the implementation of routine evaluation sessions at the end of every rehearsal. During these evaluations, members collectively identify weaknesses in vocal arrangements, percussion techniques, coordination, or overall performance quality. Rather than assigning blame to individuals, the organization emphasizes collective learning and continuous improvement by discussing solutions and planning corrective actions for subsequent rehearsals. This practice reflects an organizational culture that values openness, learning, and mutual support.

These findings are consistent with Agoes, who defines organizational culture as a system of shared values, beliefs, assumptions, and norms that are accepted and practiced by organizational members as guidelines for behavior and problem-solving (Kamaroellah, 2014). Through continuous socialization and repeated organizational practices, these values become internalized and influence members' attitudes and behaviors. In the Hadrah Division, discipline, responsibility, and cooperation are not merely formal regulations but have evolved into shared organizational values that guide members' daily interactions.

The findings also support Edgar H. Schein's theory, which conceptualizes organizational culture as a pattern of shared basic assumptions learned by a group while solving problems of external adaptation and internal integration (Schein & Schein, 2017). According to Schein, organizational culture is manifested through observable practices, shared values, and underlying assumptions. The routine of attendance confirmation, collaborative evaluation, and collective responsibility observed in the Hadrah Division represents organizational artifacts that reflect deeper values of accountability, mutual respect, and commitment to organizational excellence.

Furthermore, Robbins and Judge argue that organizational culture provides organizational members with a shared identity, promotes commitment to organizational goals, and establishes behavioral standards that enhance organizational effectiveness (Robbins & Judge, 2023). The cultural practices observed within the Hadrah Division demonstrate these functions by encouraging members to respect organizational rules, communicate responsibly, appreciate differing opinions during meetings, and collaborate effectively in achieving collective objectives. Consequently, organizational culture contributes not only to operational efficiency but also to strengthening interpersonal relationships and organizational commitment.

The organizational culture of the Satu Voice UKM Hadrah Division has become an important mechanism for regulating members' behavior through shared norms rather than formal authority alone. The integration of discipline, responsibility, open communication, and continuous evaluation has created a collaborative working environment that supports both organizational performance and members' personal development. The observations further indicate that the organization's effectiveness is sustained by the alignment between its shared values and members' daily practices, illustrating the critical role of organizational culture in shaping organizational behavior. The organizational culture within the Satu Voice UKM Hadrah Division is characterized by shared values of responsibility, discipline, collaboration, openness, and continuous improvement. These values have been internalized through routine organizational practices and contribute significantly to organizational effectiveness by strengthening coordination, fostering organizational commitment, and creating a harmonious and productive organizational environment.

4. CONCLUSION

This study examined organizational behavior within the Satu Voice Student Activity Unit (UKM) Hadrah Division at UIN Sayyid Ali Rahmatullah Tulungagung by analyzing four key dimensions: communication patterns, leadership, dominant organizational behavior, and organizational culture. The findings demonstrate that the effectiveness of the organization is supported by the interaction of these dimensions rather than by any single

factor. Formal communication facilitates coordination and decision-making, democratic leadership encourages participation and shared responsibility, collaborative organizational behavior strengthens teamwork, and a positive organizational culture reinforces discipline, accountability, and continuous improvement. Together, these elements create an organizational environment that supports both organizational performance and students' personal development.

The study also highlights that democratic leadership and a well-established organizational culture have contributed to members' commitment and collaborative performance. However, the limited intensity of informal communication indicates that interpersonal relationships among members have not been fully optimized. Strengthening informal interactions through team-building activities, social gatherings, or collaborative programs may enhance organizational cohesion, member engagement, and long-term organizational sustainability.

This study contributes to the literature on organizational behavior in higher education by providing empirical evidence from an Islamic arts-based student organization. Unlike previous studies that primarily examine leadership, communication, or organizational culture separately, this research demonstrates that these organizational dimensions operate interactively in shaping organizational effectiveness. The findings may also serve as practical references for student organizations seeking to improve organizational governance, leadership practices, and member participation.

Future research is recommended to investigate organizational behavior across different student organizations or universities using comparative approaches. Quantitative or mixed-methods studies could also be conducted to examine the relationships among leadership, organizational communication, organizational culture, organizational commitment, and organizational effectiveness in broader higher education contexts.

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