

Leadership Communication Model of the Executive Student Council of the Faculty of Social Sciences, State Islamic University of North Sumatra

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Abstract

This study aims to explore and analyze the leadership communication model implemented by the Student Executive Board (DEMA) of the Faculty of Social Sciences at the State Islamic University of North Sumatra (UINSU). This research is crucial as effective communication is key to strengthening leadership and enhancing the performance of student organizations in a dynamic academic environment. By understanding the dynamics of communication in the context of student leadership, it is hoped that recommendations can be found to improve leadership effectiveness and strengthen relationships between students and the academic community and broader society. The method used in this study is qualitative with a qualitative descriptive approach. Data collection techniques include in-depth interviews with DEMA members, participatory observation in DEMA meetings and activities, and analysis of official documents such as meeting minutes and activity reports. Data analysis was conducted using thematic analysis to identify main themes, and data validity was examined through data triangulation, credibility, transferability, dependability, and confirmability techniques. The results show that the Leadership Communication Model of DEMA-FIS UINSU emphasizes openness, constructive feedback, and adaptability to situations and member needs. This model encompasses various critical aspects of leadership communication, including how leaders communicate, how messages are conveyed, and how they are received and understood by organization members. However, the model also faces challenges, including gaps between the vision conveyed by leaders and members' understanding and engagement, as well as challenges in achieving deep consensus or overcoming differing opinions that may arise. Overall, this study provides valuable insights into the strengths and limitations of the leadership communication model applied in DEMA-FIS UINSU, and offers recommendations for further improvement and development in student leadership practices.

Keywords: Communication Model, Leadership, DEMA

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INTRODUCTION

Intracampus student organizations operate similarly to a government [1]. The Student Executive Council (DEMA) itself comprises several departments. These departments address internal issues of the university and faculty under which DEMA operates, typically referred to as internal affairs. Additionally, these departments function as a liaison between all activities of the academic community, including faculty organizations, staff, students, and the students themselves [2].

Communication arises because humans feel the need to reduce uncertainty, act effectively, and maintain their opinions or egos [3], [4]. It is an integral part of daily activities, occurring in various contexts such as at home, the workplace, the market, and in society at large. Furthermore, communication also impacts an individual's mindset.

Students play a crucial role in creating a progressive and evolving campus environment, which is highly dynamic [5]. The Student Executive Council (DEMA) is the strategic body responsible for organizing student activities [6], [7]. DEMA trains student leaders to achieve academic, social, and cultural objectives. DEMA serves as the representation of the student voice at the Faculty of Social Sciences, State Islamic University of North Sumatra.

Organizing is the process of forming an orderly framework or structure. Leaders use a leadership communication approach to encourage their subordinates to achieve organizational goals [8]. Each part is interconnected and influences one another. This involves structuring tasks, responsibilities, and authority within the organization so that its members can achieve goals efficiently. The purpose of organizing is to arrange tasks and supervision of individual units so that management can operate effectively and efficiently [9], [10].

The Result-Driven approach asserts that managers and leaders with appropriate qualifications are essential at all levels of an organization to drive it towards achieving its strategy [11]. This underscores the importance of leadership, as explained by Pfeffer, who states that organizations are inherently interdependent, and the leader's task is to maintain the balance of this interdependence to achieve organizational goals [12].

Leadership theory posits that the sense of reality is shaped by leaders through communication between superiors and followers. Consequently, leaders interact with others, create meaning for the environment, and share their knowledge with others [13], [14]. For this role, informative communication with leaders requires the ability to interpret, set plans, and frame.

According to Anwar, leadership involves various aspects such as traits, behavior, interaction, and cooperation with others, as well as a person's position, role, and influence to achieve specific goals [15]. Simply put, leadership can be described as the ability to influence a group to achieve certain objectives. The source of this influence can be formal, such as a managerial position within an organization [16], [17], [18].

Establishing a communication strategy is a crucial step in planning that requires careful attention. Mistakes in selecting the strategy can have serious consequences, such as the loss of time and resources. The initial stage involves clarifying the objectives to be achieved, which influences the messages conveyed. Subsequently, the method and location of delivery determine the communication channels used [19]. There are four main stages: planning, organizing, implementation, and monitoring/evaluation. These stages are essential to ensure that the communication strategy is effectively aligned with the set objectives [20], [21].

In the digital era, leadership communication inspired by the Qur'an emphasizes values such as honesty, transparency, justice, and blessing. Muslim leaders are expected to uphold integrity and ethics in utilizing communication technology, leveraging it to strengthen connections with their teams and communities through empathetic communication, active listening, and providing clear direction. While offering practical guidance, a critical analysis is necessary to wisely integrate these values and ethics in addressing the challenges of the digital age [22].

External pressures from sources such as professors, administrative personnel, and even external parties can influence the dynamics of communication within student leadership [23]. Students often face academic demands, organizational responsibilities, and expectations from their surroundings. In confronting these pressures, the ability to communicate effectively and manage relationships with relevant stakeholders becomes crucial for student leadership [24], [25].

This research will further explore the communication model implemented by the Student Executive Board (DEMA) of the Faculty of Social Sciences at UINSU, as well as its impact on organizational performance and relationships with related parties. By understanding the communication dynamics in this context, it is hoped that recommendations can be identified to enhance the effectiveness of student leadership and strengthen the relationship between students, the academic environment, and the broader community.

RESEARCH METHODOLOGY

This study employs qualitative methods, a research approach used to gain a deep understanding of social phenomena or human behavior through the collection of non-numeric data [26]. The research adopts a qualitative descriptive approach aimed at providing a clear and detailed depiction of a particular phenomenon or context. Descriptive research focuses on collecting data that can characterize or describe the functions of the subject under study without attempting to establish cause-and-effect relationships [27], [28]. To illustrate the communication model of leadership within the student organization, data were collected through in-depth interviews with DEMA members, participatory observation in DEMA meetings and activities, and analysis of official documents such as meeting minutes and activity reports. Data analysis was conducted using thematic analysis to identify key themes, with data triangulation employed to enhance the validity of the research findings.

The techniques for ensuring data validity include credibility, transferability, dependability, and confirmability [29], [30]. Credibility is achieved through data source triangulation and member checking, while transferability is accomplished with detailed contextual descriptions. Dependability is maintained through an audit trail, and confirmability is ensured by preserving raw data and analysis results for verification. This study also considers ethical aspects by obtaining informant consent, maintaining the confidentiality of identities, and allowing informants the freedom to withdraw. The methodology aims to provide a comprehensive overview of the leadership communication model within DEMA and the factors influencing its effectiveness.

RESULT AND DISCUSSION

LEADERSHIP COMMUNICATION MODEL OF DEMA-FIS UINSU

The Leadership Communication Model of DEMA-FIS UINSU is an intriguing and important concept to discuss. This model encompasses various crucial aspects of leadership communication, including how leaders communicate, how messages are conveyed, and how these messages are received and understood by the organization members. Essentially, the model emphasizes the importance of effective communication in

leadership. A leader must be able to clearly and assertively convey the organization's vision, mission, and objectives to its members. Additionally, the leader must also be able to listen to and understand the input and suggestions from the organization members.

In the context of DEMA-FIS UINSU, this model is highly relevant. As an organization operating in the field of education, effective communication between leaders and members is crucial for achieving organizational goals. Leaders must be able to convey information and knowledge clearly and accurately, while members must be able to understand and apply this information and knowledge effectively.

However, this model is not without its challenges. One of the biggest challenges in implementing this model is ensuring that all members of the organization understand and accept the messages conveyed by the leader. This requires a deep understanding of communication dynamics and human psychology.

Overall, the Leadership Communication Model of DEMA-FIS UINSU is an intriguing and important concept to discuss. With a thorough understanding of this model, leaders can communicate more effectively and lead their organizations more efficiently.

The leadership communication model plays a crucial role in determining the effectiveness of an organization. An effective leader must be able to clearly and persuasively convey the organization's vision, mission, and goals to its members [31]. A good communication model involves openness, constructive feedback, and adaptability to the situations and needs of the members [32], [33], [34]. Open two-way communication encourages active participation and collaboration, ultimately enhancing members' trust and commitment to the leadership [35].

Moreover, leaders must develop strong interpersonal communication skills, including empathy and active listening. This is crucial for understanding and responding to the needs and concerns of organizational members. An effective leadership communication model should also be able to integrate various communication channels, both formal and informal, to ensure that information is easily and timely accessible. Consequently, leaders can create a dynamic and responsive work environment that fosters innovation and productivity [36], [37].

Fundamentally, the leadership communication model implemented by the Executive Student Board (DEMA) of the Faculty of Social Sciences at the State Islamic University of North Sumatra (UINSU) is a key factor in determining the effectiveness and success of the organization. The DEMA leader, specifically Andrian Lubis, the Chair of DEMA-FIS UINSU, who was interviewed by the researcher, must be able to clearly convey the vision and mission and inspire members through effective communication. This involves openness to sharing ideas, providing feedback, and collaborating constructively. Additionally, a comprehensive communication model includes the use of various channels, both formal, such as meetings and minutes, and informal, such as casual discussions and social media, to ensure easy and timely access to information for all members. An effective leader also requires strong interpersonal communication skills, including the ability to listen with empathy and respond to the needs and concerns of members. By implementing an effective communication model, DEMA can create an environment that supports cooperation, innovation, and the achievement of shared goals.

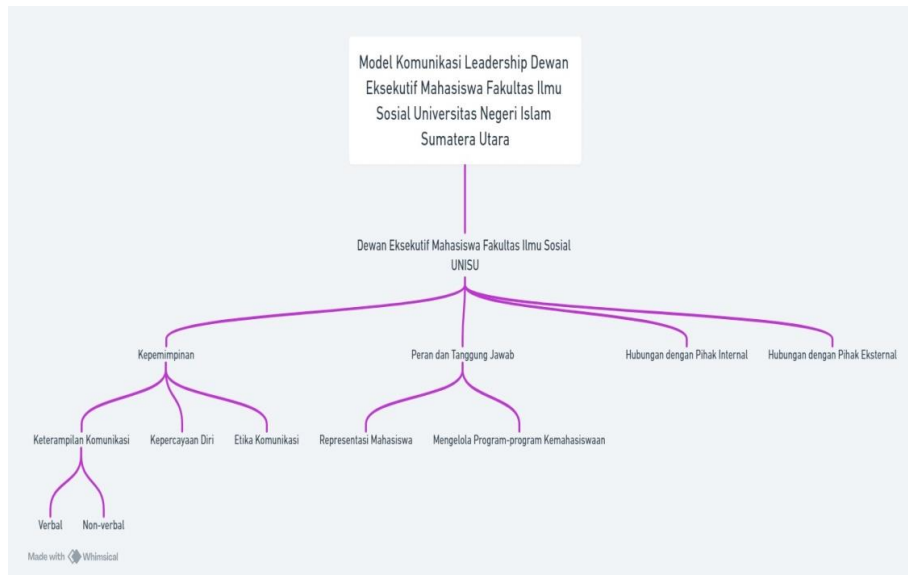


Figure 1. Leadership Communication Model of DEMA-FIS UINSU (In Bahasa)

The above diagram illustrates the leadership communication model of the Executive Student Board of the Faculty of Social Sciences at the State Islamic University of North Sumatra (UINSU). The diagram encompasses four main elements: Leadership, Roles and Responsibilities, Internal Relations, External Relations, and Communication Skills, as follows:

1. The Leadership element includes sub-elements such as Communication Skills (further divided into Verbal and Non-verbal), Self-confidence, and Communication Ethics. This indicates that effective leadership requires good communication skills, self-confidence, and strong communication ethics.
2. The Roles and Responsibilities element shows that leaders in this organization are responsible for managing various entrepreneurial programs.
3. The Internal Relations and External Relations elements indicate that leaders must maintain good relationships with internal members of the organization as well as with external parties.
4. The Communication Skills element, which is also a sub-element of Leadership, demonstrates that leaders must possess good communication skills, both verbal and non-verbal.

Overall, this diagram provides a clear and comprehensive overview of what is required to be an effective leader within the context of DEMA-FIS UINSU. It illustrates that effective leadership in DEMA-FIS UINSU necessitates good communication skills, strong relationships with internal and external parties, and a solid understanding of the roles and responsibilities of a leader. Additionally, the leader must be capable of managing entrepreneurial programs, as indicated by the descriptions in the following tabulation:

No	Theoretical Perspective	Main Concept	Description	Remarks
1	Leadership Theory	Transformational Leadership	a) Leaders inspire through a clear vision, proficient verbal and non-verbal communication skills, and communication ethics that demonstrate integrity	b) Emphasizes the leader's ability to motivate and guide members through effective communication.
		Situational Leadership	a) Leaders adjust their communication style to the situation and the needs of members, reflecting flexibility and adaptability.	b) Emphasizes the importance of adapting communication styles to meet the situational needs of organizational members.
2	Organizational Theory	Open System Theory	a) Organizations, as open systems influenced by and influencing their surrounding environment, require effective communication to maintain	b) Highlights the importance of organizational interaction with external and internal environments for sustainability and balance.

		equilibrium..	
	Role Theory	a) Emphasis on understanding roles and responsibilities to ensure effective coordination and collaboration. Leaders act as managers and facilitators.	b) Highlights the importance of each member understanding and fulfilling their roles within the organization to achieve common goals.
	Communication Network Theory	a) The use of various communication channels, both formal and informal, is crucial for effective information dissemination and collaboration within the organization.	b) Indicates that diverse forms of communication are necessary to ensure optimal information distribution and cooperation.

Table 1. The Leadership Model of DEMA-FIS UINSU from the Perspective of Leadership and Organizational Theory

The leadership communication model implemented by the Executive Student Board (DEMA) of the Faculty of Social Sciences at the State Islamic University of North Sumatra (UINSU) demonstrates concepts relevant to leadership theory and organizational theory. The concept of transformational leadership is reflected in the leader's efforts to inspire members through a clear vision and good communication skills, both verbal and non-verbal, which demonstrate integrity and self-confidence. Additionally, leaders are required to adjust their communication style according to the situation and the needs of the members, showcasing the crucial adaptability emphasized in situational leadership theory [38], [39].

From the perspective of organizational theory, this communication model reflects the concept of the organization as an open system, which requires effective communication to maintain balance between the organization and its environment. This is evident in the leader's efforts to maintain good relationships with both internal and external parties, indicating that effective interaction with the organizational environment is key to success [40], [41]. Additionally, the concept of role theory is also evident in this communication model, where leaders and organizational members are required to understand and fulfill their roles and responsibilities effectively to achieve common goals [42].

Thus, the leadership communication model of DEMA-FIS UINSU not only reflects important concepts from leadership theory and organizational theory but also strengthens the structure and dynamics of the organization through a comprehensive and adaptive communication approach. Therefore, the leadership communication model implemented by the Executive Student Board (DEMA) of the Faculty of Social Sciences at the State Islamic University of North Sumatra (UINSU) demonstrates the importance of understanding and implementing leadership and organizational theory concepts in practical contexts. With a comprehensive and adaptive approach, this model enhances leadership effectiveness and optimizes organizational performance. However, it is important to remember that every communication model has its unique context and characteristics, necessitating further research and in-depth evaluation to develop better models. Consequently, further research and analysis are required to gain a deeper understanding of the impact and implications of this leadership communication model in a broader organizational context.

ADVANTAGES AND OBSTACLES OF THE LEADERSHIP COMMUNICATION MODEL OF DEMA-FIS UINSU

Based on the analysis observed regarding the progressiveness of the leadership of the Executive Student Board of the Faculty of Social Sciences at the State Islamic University of North Sumatra, there are several strengths and challenges in various aspects. One key strength lies in the leader's ability to inspire and motivate members through a clear vision. With openness in communication, members can easily share ideas, provide feedback, and collaborate constructively. This model also encourages the use of various communication channels, both formal and informal, to ensure easy and timely access to information for all members. Effective leaders in this model also possess strong interpersonal communication skills, including the ability to listen with empathy and respond appropriately to the needs of members.

However, this model also has its limitations. One of the main challenges is the potential gap between the vision communicated by the leader and the understanding and involvement of the members. Additionally, in a broader context, this model may not fully address the communication challenges faced by student organizations, such as difficulties in achieving deep consensus or resolving differing opinions that may arise. Lastly, in its implementation, this model may become less effective if the leader is unable to consistently practice openness, cooperation, and strong interpersonal communication skills.

Additionally, another advantage of the DEMA-FIS UINSU leadership communication model is its emphasis on openness and collaboration, which can create an environment conducive to innovation and creativity. By establishing effective communication channels between leaders and members, it is expected that members will feel more motivated to actively participate in organizational activities. However, a potential challenge is the difficulty in ensuring that all members are genuinely involved and have a uniform understanding of the organization's vision and goals. This can affect the effectiveness of communication and create potential conflicts or misunderstandings within the organization. Therefore, it is important for leaders to continuously develop their communication and leadership skills to overcome these challenges.

The leadership communication model implemented demonstrates advantages in motivating and inspiring members through a clear vision. Openness in communication also allows members to share ideas, provide feedback, and collaborate constructively. The use of various communication channels, both formal and informal, ensures easy and timely access to information for all members. Additionally, effective leaders in this model possess strong interpersonal communication skills, such as the ability to listen with empathy and respond appropriately to members' needs [43], [44].

However, this model also has its limitations. One of these is the potential gap between the vision communicated by the leader and the understanding and engagement of the members. This model may also not fully address the communication challenges faced by student organizations, such as difficulties in achieving deep consensus or resolving differing opinions that may arise. Finally, in its implementation, this model can become less effective if the leader is unable to consistently practice openness, collaboration, and good interpersonal communication skills [45], [46].

Thus, the leadership communication model of the Student Executive Board (DEMA) of the Faculty of Social Sciences at the State Islamic University of North Sumatra (UINSU) demonstrates advantages in creating a conducive environment for innovation and creativity through openness and collaboration. However, obstacles such as gaps in understanding and member engagement, as well as unresolved communication challenges, need to be addressed to enhance the model's effectiveness in achieving organizational goals. Therefore, leaders must continuously develop their communication and leadership skills to overcome these obstacles.

The leadership communication model implemented by the Student Executive Board (DEMA) of the Faculty of Social Sciences at the State Islamic University of North Sumatra (UINSU) has advantages in motivating and inspiring members through a clear vision. With a clear vision, members can have a well-defined direction in achieving the organization's goals. Additionally, openness in communication allows members to share ideas, provide feedback, and collaborate constructively. This can enhance creativity and innovation within the organization. The use of various communication channels, both formal and informal, also ensures easy and timely access to information for all members. Consequently, this model can improve the effectiveness of communication and cooperation among the organization's members.

Although it has advantages, this model also has several obstacles. One of these is the potential gap between the vision communicated by the leader and the understanding and engagement of the members. This can result in members not fully comprehending and supporting the organization's vision. Additionally, this model may not fully address the communication challenges faced by student organizations, such as difficulties in achieving deep consensus or resolving differing opinions that may arise. Finally, in its implementation, this model can become less effective if the leader is unable to consistently practice openness, collaboration, and good interpersonal communication skills. Therefore, it is crucial for leaders to continuously develop their communication and leadership skills to overcome these obstacles and enhance the effectiveness of this communication model.

CONCLUSION

Based on the above explanation, the leadership communication model of the Student Executive Board (DEMA) of the Faculty of Social Sciences at the State Islamic University of North Sumatra (UINSU) demonstrates advantages in motivating and inspiring members through a clear vision. Openness in communication also allows members to share ideas, provide feedback, and collaborate constructively. The use of various communication channels, both formal and informal, ensures easy and timely access to information for all members. Effective leaders in this model also possess strong interpersonal communication skills, such as the ability to listen with empathy and respond appropriately to members' needs.

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become less effective if the leader is unable to consistently practice openness, collaboration, and good interpersonal communication skills.

the conclusion that can be drawn is that the leadership communication model of the Student Executive Board (DEMA) of the Faculty of Social Sciences at the State Islamic University of North Sumatra (UINSU) shows advantages in creating an environment conducive to innovation and creativity through openness and collaboration. However, obstacles such as gaps in understanding and member engagement, as well as unresolved communication challenges, also need to be addressed to make this model more effective in achieving organizational goals. Therefore, leaders need to continuously develop their communication and leadership skills to overcome these obstacles.

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