

Student Perceptions of LDKK (*Latihan Dasar Kepemimpinan dan Kedisiplinan*) Viewed from the Perspective of Psychological Capital at UNJANI

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Psychological Capital; students' perception; leadership training; discipline training

ABSTRACT

This study aims to examine students' perceptions of the Basic Discipline and Leadership Training Program (*Latihan Dasar Kedisiplinan dan Kepemimpinan*/LDKK) from the perspective of Psychological Capital among students of Universitas Jendral Achmad Yani (UNJANI). A quantitative explanatory research design was employed. The sample consisted of 240 undergraduate students who had participated in the LDKK program, selected through purposive sampling. Data were collected using a Psychological Capital questionnaire encompassing four dimensions self-efficacy, hope, optimism, and resilience as well as a scale measuring students' perceptions of LDKK. Data analysis was conducted using multiple linear regression with SPSS. The results indicate that Psychological Capital has a significant simultaneous effect on students' perceptions of LDKK ($R^2 = 0.42$; $p < 0.001$). Partially, self-efficacy, hope, optimism, and resilience each exerted a positive and significant effect on students' perceptions of LDKK ($p < 0.05$). These findings suggest that students with higher levels of Psychological Capital tend to perceive the LDKK program more positively. This study highlights the importance of positive psychological resources in shaping students' perceptions of leadership and discipline training in higher education. Practically, the findings suggest that integrating Psychological Capital development into the design and implementation of LDKK may enhance program effectiveness and students' overall learning experience.

INTRODUCTION

Higher education not only functions as an institution for academic competency development, but also as a vehicle for character formation, leadership, and psychological readiness of students in facing the demands of professional and social life (Adewolu Ogwo, 2024; Friedman et al., 2023; Mar et al., 2025; Nizariah et al., 2025; Rojak et al., 2024; Rony et al., 2023; Ruben et al., 2023). In this context, various student self-development programs are designed to strengthen non-academic competencies, one of which is the Basic Leadership and Discipline Training (*Latihan Dasar Kepemimpinan dan Kedisiplinan*/LDKK). The LDKK program generally aims to instill the values of discipline, leadership, responsibility, and mental resilience required of students as future leaders (Fauzi et al., 2023; Laurente, 2025; Pangesti et al., 2024).

However, the effectiveness of LDKK is not solely determined by program design or training content, but also by students' perceptions of their experience of participating in the program (Pangesti et al., 2024). Perception is an individual's cognitive-affective process of interpreting experiences, which in turn shapes attitudes, motivations, and behaviors (Gibson,

Ivancevich, & Donnelly, 2012). Students who perceive LDKK positively tend to demonstrate greater engagement and stronger internalization of leadership and discipline values compared to those who perceive the program negatively.

Within the framework of positive psychology, one of the most relevant psychological constructs for explaining individual differences in the perception of self-development experiences is Psychological Capital (PsyCap). Luthans, Youssef, and Avolio (2007) define Psychological Capital as an individual's positive psychological state characterized by four core components: self-efficacy, hope, optimism, and resilience. PsyCap has been shown to play a significant role in enhancing performance, psychological well-being, and individuals' positive attitudes toward environmental challenges and demands (Avey, Reichard, Luthans, & Mhatre, 2011).

A number of studies indicate that individuals with high Psychological Capital tend to possess a greater capacity to interpret training and development experiences constructively. They are more confident in meeting task demands (self-efficacy), better able to set goals and identify pathways to achievement (hope), hold more positive expectations regarding outcomes (optimism), and are more capable of recovering from pressure or adversity encountered during the training process (resilience) (Luthans et al., 2007; Newman et al., 2014). Accordingly, PsyCap may serve as a key psychological factor influencing how students perceive LDKK whether as a challenging and meaningful experience or, conversely, as a burdensome stressor.

In the context of higher education, research on Psychological Capital has predominantly focused on its associations with academic engagement, well-being, and academic performance (Datu, King, & Valdez, 2018; Siu, Bakker, & Jiang, 2014). By contrast, studies specifically linking Psychological Capital to students' perceptions of leadership and discipline training programs particularly in the context of LDKK at Indonesian universities remain limited. Understanding the psychological factors that shape students' perceptions of LDKK is nonetheless critically important as a basis for evaluating and developing more effective and sustainable student development programs.

Universitas Jenderal Achmad Yani (UNJANI), as a higher education institution that emphasizes the values of discipline, leadership, and national character, has positioned LDKK as one of its strategic programs for student identity formation. It is therefore important to examine how the Psychological Capital of UNJANI students relates to their perceptions of LDKK implementation. This study is expected to contribute theoretically to the development of positive psychology research in the field of higher education, as well as practically for student program administrators in designing interventions that address not only the structural aspects of training but also the strengthening of students' psychological resources.

Based on this background, this study aims to analyze students' perceptions of LDKK in relation to Psychological Capital among UNJANI students, with a view to developing a more comprehensive understanding of the role of psychological resources in interpreting leadership and discipline development programs in higher education. This study offers several important contributions. Theoretically, it advances the positive psychology literature in higher education by extending the application of Psychological Capital to the context of leadership and discipline training. Practically, the findings provide valuable insights for university administrators and program designers seeking to enhance the effectiveness of LDKK by integrating psychological resource development into training design and implementation. From a policy perspective, this

study may serve as a reference for higher education institutions in developing student programs that are not only structurally effective but also psychologically empowering. For students themselves, the findings may also raise awareness of the importance of cultivating internal psychological resources to optimize their learning and developmental experiences.

METHOD

This study used a quantitative explanatory approach to examine the effect of Psychological Capital on students' perceptions of the Basic Discipline and Leadership Training (LDKK) program at Universitas Jenderal Achmad Yani (UNJANI). The sample consisted of 240 undergraduate students who had participated in LDKK, selected using purposive sampling. Data were collected through a structured questionnaire using a Likert scale (1–5). Psychological Capital was measured based on four dimensions self-efficacy, hope, optimism, and resilience adapted from Luthans et al. (2007), while students' perception of LDKK was measured based on program objectives, training methods, discipline, leadership, and perceived benefits. Validity was tested using corrected item-total correlation (>0.30) and reliability using Cronbach's Alpha (>0.80), indicating that all instruments were valid and reliable. Data analysis was conducted using IBM SPSS, including descriptive statistics, Pearson correlation, and multiple linear regression to test both partial and simultaneous effects. Statistical significance was determined at $p < 0.05$.

RESULT AND DISCUSSION

Table 1. Research Sample

Gender	Quantity
Women	140
Male	100

Source: Primary data processed by the authors (2026)

All items in each dimension of Psychological Capital have a corrected item value – total correlation ranging from 0.42 – 0.75 so that all items are declared valid and suitable for use in the next analysis. Cronbach's Alpha value across the entire dimension of Psychological Capital is above 0.80, which indicates a high level of reliability. Thus, Psychological Capital instruments have excellent internal consistency.

The perception of LDKK consists of 30 items, covering aspects of program objectives, training methods, discipline, leadership, and program benefits with a validity value of 0.44 – 0.76 so that all items are declared valid. Cronbach's Alpha value of 0.90 indicates that the perception instrument for LDKK has very high reliability, so it can be used to measure student perception consistently.

Descriptive analysis was conducted on $N = 240$ UNJANI students who participated in the LDKK program. The results of the analysis show that in general, students have a level of Psychological Capital which is in the medium to high category.

Table 2. Descriptive Statistics of Research Variables

Variabel	N	Mean	SD	Category
Perception of LDKK	240	3.79	0.58	Height
Psychological Capital (Total)	240	3.84	0.47	Height
Self Efficacy	240	3,82	0.54	Height
Hope	240	3.90	0.50	Height
Optimism	240	3.75	0.56	Height
Resilience	240	3.88	0.52	Height

Source: Primary data processed by the authors using IBM SPSS (2026)

The results of the analysis show that in general students have a level of Psychological Capital which is in the medium to high category and shows that students tend to have a positive perception of the implementation of LDKK at UNJANI.

Table 3. Pearson's Correlation Matrix between Psychological Capital and Perception of LDKK

Variabel	1	2	3	4	5
1. LDKK Perception	—				
2. Self-efficacy	0,48***	—			
3. Hope	0,52***	0,62***	—		
4. Optimism	0,45***	0,58***	0,60***	—	
5. Resilience	0,50***	0,61***	0,63***	0,59***	—

Source: Primary data processed by the authors using IBM SPSS (2026)

Note. $p < 0.001$ (Pearson correlation test, bidirectional).

Table 3 shows that all dimensions of Psychological Capital have a positive and significant correlation with students' perception of LDKK. The hope dimension showed the highest correlation ($r = 0.52$; $p < 0.001$), followed by resilience, self-efficacy, and optimism. In addition, the dimensions of Psychological Capital are also positively and significantly correlated with each other, which indicates that the PsyCap construct is coherent and interrelated.

These results indicate that the higher the psychological capital of students, the more positive their perception of the LDKK program will be.

Partial hypothesis testing was carried out using multiple linear regression analysis with students' perception of LDKK as a dependent variable. The results of the analysis show that the four dimensions of Psychological Capital make a significant contribution to students' perception of LDKK.

Table 4. Results of Regression Analysis of the Psychological Capital Dimension on LDKK Perception

Variable Predictor	b	t	p	Hypothetical Decision
Self-efficacy	0,21	3,42	0,001	H1 accepted
Hope	0,26	4,11	< 0.001	H2 accepted
Optimism	0,18	2,98	0,003	H3 accepted
Resilience	0,23	3,76	< 0.001	H4 accepted

Source: Primary data processed by the authors using IBM SPSS (2026)

Note.

β = standardized regression coefficient.

$p < 0.05$ showed a statistically significant influence.

Table 4 shows that all dimensions of Psychological Capital have a positive and significant effect on students' perception of LDKK. The hope dimension had the strongest contribution ($\beta = 0.26$; $p < 0.001$), followed by resilience, self-efficacy, and optimism.

Table 5. Results of Simultaneous Test (ANOVA) Psychological Capital Regression Model on LDKK Perception

Model	df	F	p
Back	4	42,67	< 0.001
Residual	235		
Total	239		

Source: Primary data processed by the authors using IBM SPSS (2026)

The F test shows that the regression model is statistically significant. Psychological Capital simultaneously had a significant effect on students' perception of LDKK ($p < 0.001$).

Table 5 shows that the regression model constructed meets the model's feasibility criteria. The results of the simultaneous test resulted in a value of $F(4.235) = 42.67$ with a significance level of $p < 0.001$, which indicates that Psychological Capital together is a significant predictor of students' perception of LDKK.

Table 6. Summary Model of Psychological Capital Regression Analysis on LDKK Perception

Models	R ²	Adjusted R ²	SEE
1	0,42	0,41	—

Source: Primary data processed by the authors using IBM SPSS (2026)

R² indicates the proportion of the variance of LDKK perception that can be explained by Psychological Capital. Adjusted R² was adjusted for the number of predictors ($k = 4$) and sample size ($N = 240$).

Table 6 shows that the regression model has a strong clarity power, with an R² value of 0.42. This means that as much as 42% of the variance in student perception of LDKK can be explained by Psychological Capital. An Adjusted R² value of 0.41 indicates that the model remains stable after accounting for the number of predictors used.

Thus, the main hypothesis that Psychological Capital has a significant effect on students' perception of LDKK is accepted.

Overall, the results of the study show that Psychological Capital is a significant predictor of student perception of LDKK, both partially and simultaneously. The dimensions of hope and resilience show the strongest relative contribution in shaping students' positive perceptions of the LDKK program.

This study aims to examine students' perceptions of the Basic Training in Discipline and Leadership (LDKK) program reviewed from Psychological Capital in students of Jenderal Achmad Yani University (UNJANI). In general, the results of the study show that Psychological Capital plays a significant role in shaping students' perception of LDKK, both

partially through each dimension and simultaneously as a complete psychological construct. These findings affirm the importance of positive psychological capital as a theoretical framework in understanding how students interpret leadership and discipline training experiences in higher education.

Psychological Capital and Student Perception of LDKK

The results of the simultaneous test showed that Psychological Capital as a whole was able to explain the proportions of substantial variance to students' perceptions of LDKK. These findings are in line with the psychological resource theory in positive psychology which states that internal psychological resources influence the way individuals evaluate the demands of the environment and learning experiences (Luthans, Youssef, & Avolio, 2007). Students with high Psychological Capital tend to interpret LDKK not solely as an activity that requires discipline and physical endurance, but as a meaningful self-development experience.

These findings are also consistent with the results of a meta-analysis showing that Psychological Capital is positively correlated with individual attitudes, evaluations, and responses to development and training programs (Avey et al., 2011). Thus, Psychological Capital can be positioned as a key psychological factor that bridges the gap between LDKK program design and students' subjective experiences.

The Role of Self-Efficacy in Shaping Perceptions of LDKK

The results of the study show that self-efficacy has a positive and significant effect on students' perception of LDKK. These findings can be explained through Bandura's (1997) social cognitive theory, which emphasizes that an individual's belief in his abilities influences how he or she faces challenges and evaluates demanding experiences.

In the context of LDKK, students with high self-efficacy tend to feel able to face the physical, mental, and social demands that exist during training. As a result, they are more likely to perceive LDKK as a manageable and rewarding challenge, rather than as excessive pressure. These results are in line with the findings of Sitzmann and Yeo (2013) who stated that self-efficacy contributes significantly to an individual's positive perception of the effectiveness of training.

Hope and Meaning of the LDKK Experience

The hope dimension shows a relatively strong influence on students' perception of LDKK. Theoretically, hope is understood as a motivational state that includes the ability to set goals and design a path to achieve it (Snyder et al., 2002). Students with high levels of hope tend to view LDKK as a means to support the achievement of long-term goals, especially in leadership development and career readiness.

These findings are consistent with research in the field of higher education which shows that hope is related to academic engagement, learning meaning, and positive evaluation of educational experiences (Datu, King, & Valdez, 2018). In this context, LDKK is perceived not only as an institutional obligation, but as part of a directed self-development process.

Optimism and Positive Evaluation of LDKK

The results of the study also show that optimism has a positive effect on students' perception of LDKK. Optimism allows individuals to have positive expectations of future outcomes and interpret challenging experiences adaptively (Carver & Scheier, 2014). Optimistic students tend to see pressure and discipline in LDKK as a temporary experience that brings long-term benefits.

These findings reinforce the literature showing that optimism plays a role in shaping positive attitudes towards training and organizational change (Avey et al., 2011). In the context of students, optimism helps reduce negative perceptions of challenging aspects of LDKK, making the training experience more psychologically acceptable.

Resilience as a Key Factor in Facing LDKK's Demands

The resilience dimension has also been proven to have a significant effect on students' perception of LDKK. Resilience allows individuals to rise and adapt when faced with pressure, failure, or discomfort (Masten, 2014). In the LDKK program that requires physical and mental resilience, resilience is an important capital for students to interpret pressure as part of the character building process.

These results are in line with research by Hartmann et al. (2020) which showed that individuals with high resilience tend to have more positive evaluations of challenging and stressful experiences. Thus, resilience acts as an adaptive mechanism that helps students integrate LDKK experiences into a positive self-development framework.

This research expands the study of Psychological Capital into the context of student leadership and discipline training in higher education, which has been relatively limited so far. These findings reinforce the view that Psychological Capital is not only relevant in the context of organizations and the world of work, but also in student character development and leadership programs.

In addition, the results of this study confirm that the perception of the training program is not solely determined by the design and structure of the program, but also by the internal psychological condition of the participants. This provides a strong theoretical basis for integrating positive psychology approaches in the evaluation and development of student programs.

Practically, the results of this study provide important implications for LDKK program managers at UNJANI. Strengthening students' Psychological Capital—through self-efficacy training, developing hope, instilling optimism, and increasing resilience—can be a preventive strategy to increase students' positive perceptions of LDKK.

This approach suggests that improving the quality of LDKK depends not only on technical and disciplinary aspects, but also on psychological interventions that support students' mental readiness before and during training.

CONCLUSION

In conclusion, Psychological Capital has a significant role in shaping students' perceptions of LDKK, both partially through each dimension and simultaneously as a complete psychological construct. The four dimensions of Psychological Capital self-efficacy, hope, optimism, and resilience have been proven to have a positive and significant effect on students' perception of LDKK. Students with a higher level of Psychological Capital tend to perceive LDKK as a program that is useful, meaningful, and relevant to self-development, especially in the formation of discipline and leadership. These findings confirm that students' perceptions of leadership development programs are not only determined by program design and implementation, but are also strongly influenced by students' internal psychological capital. Thus, Psychological Capital can be positioned as an important theoretical framework in understanding the variation in students' perceptions of LDKK in the higher education

environment. Based on the findings of the research, LDKK program managers at UNJANI are advised to: Integrate the strengthening of Psychological Capital in the design of LDKK, for example through sessions to strengthen self-efficacy, reflection on goals (hope), instilling an optimistic mindset, and resilience training. Develop a training approach that is not only oriented towards structural discipline, but also on psychological support that helps students interpret the LDKK experience positively. Providing training for LDKK instructors and facilitators related to positive psychology approaches, so that the training process is more adaptive to different psychological characteristics of students. The expansion of the study of Psychological Capital in the context of higher education, especially in the character development and student leadership programs. Combining quantitative and qualitative methods to capture students' subjective experiences in more depth.

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