IRJMS

Modeling the Student Leadership, Citizenship, and Democratisation in Islamic University in Malaysia

Mokhtar WKAW[1]*, Ibrahim A[2], Khairuldin WMKFW[1], Embong AH[3], Ali AWM[4], Muhammad Saud[5]

[1]Faculty of Islamic Contemporary Studies, Universiti Sultan Zainal Abidin (UniSZA), Gong Badak Campus, 21300 Kuala Nerus, Terengganu, Malaysia, [2]Faculty of General Studies and Advance Education, Universiti Sultan Zainal Abidin (UniSZA), Gong Badak Campus, 21300 Kuala Nerus, Terengganu, Malaysia, [3]Universiti Malaysia Terengganu, Kuala Nerus, Terengganu, Malaysia, [4]Universiti Institut Teknologi Mara, Dungun, Terengganu, Malaysia, [5]Faculty of Social and Political Sciences, Universitas Airlangga, Indonesia. *Corresponding Author's Email: wkhairulaiman@unisza.edu.my; wk_aiman@yahoo.com

Abstract
This study is to analyse the impact of student leadership and citizenship on the process of democratisation in Islamic universities in Malaysia. The necessity to comprehend the complex character of student leadership, particularly its manifestation at Islamic universities, is underscored by the global reports on this matter. Inquiries regarding citizenship and democracy present difficulties, highlighting the intricate nature of the issue. The intricacies of how leadership is seen, its influence on results, and the promotion of engaged citizenship introduce further complexities. It is essential to comprehend the correlation between leadership, citizenship, and outcomes, while also considering the ethical aspects. This study examines the concepts of student leadership, citizenship, and democratisation within a specific setting. It utilises a survey that includes 593 individuals randomly selected from three institutions in Malaysia. The data analysis was conducted using SPSS, which involved performing descriptive, correlation, reliability, and regression analyses. These studies yielded useful insights into the relationships between variables. Ultimately, this study investigates the concepts of student leadership, citizenship, and democratisation within the specific environment under examination. By employing a survey design that incorporates a substantial sample size, the methodology guarantees reliable and strong conclusions. Descriptive data demonstrate favourable attitudes, whereas regression analysis highlights the substantial impact of citizenship and student leadership on predicting democratisation. The internal consistency is enhanced by a high level of reliability. These insights emphasise the significance of citizenship in influencing the process of democratisation, providing vital direction for educators to foster active and democratic citizenship among students.

Keywords: Al-Quran, Al-Sunnah, Citizenship, Democratisation, Islamic Studies, Islamic University in Malaysia, Student Leadership.

Introduction

The global reporting on student leadership issues highlights the imperative to acknowledge and comprehend the intricate aspects of student leadership, as emphasised by (1). Moreover, the importance of organisational citizenship behaviour in educational settings highlights the necessity to investigate students' perception of their role within the organisation and its influence on their conduct (2-4).

The questions surrounding citizenship and democracy are normative in nature, which presents challenges in comprehending and tackling these issues. This emphasises the intricate character of the situation (5). In addition, the way students perceive leadership and the effects of leadership techniques on student results add to the complexity of the issue (6-7).

Furthermore, it includes the imperative to cultivate engaged and participatory citizenship among students, specifically within educational establishments. This entails tackling the difficulties linked to instructing contentious subjects within the framework of education for democratic intercultural citizenship, with a focus on the significance of equipping students to actively participate in discussions on controversial matters. Moreover, the significance of education in influencing democratic citizenship and the development of policies as remedies for identified issues highlights the complex character of the situation (8-9).

Furthermore, the issue involves the necessity to comprehend the connection between leadership, organisational citizenship behaviour, and student outcomes. It highlights the significance of investigating how organisational trust and job satisfaction play a mediating role in promoting citizenship behaviour. This has been discussed by Yadav and Gupta and Guntoro (10-11). The issue also encompasses the influence of transformational leadership in preventing problems like IT-based pornography in educational environments, emphasising the necessity to tackle the ethical and moral aspects of leadership. The subject of student leadership, citizenship, and democratisation in an Islamic university in Malaysia is intricate and necessitates a comprehensive approach that takes into account multiple dimensions. The research encompasses an examination of the role of democratic values in transformational leadership, the perceptions of Islamic ethics and values among university students, the leadership styles and entrepreneurial practices among university students in Malaysia, and the advancement of democratic citizenship education in schools and universities. (12-13).

Besides that, in the realm of Islamic higher education, student leadership, citizenship, and democratisation are pivotal constructs that significantly impact institutional growth and student experiences. These constructs are crucial as they contribute to shaping the educational environment, fostering a sense of community, and promoting active participation in governance processes within Islamic institutions (14). Student leadership enables students to cultivate essential skills such as decision-making and communication, which are imperative for their personal and professional development. Citizenship education in Islamic higher education institutions aids students in comprehending their roles and responsibilities within the community, thereby promoting ethical behavior and social engagement. Democratisation within these institutions fosters transparency, inclusivity, and accountability, thereby enhancing a more participatory and democratic learning environment.

The interplay between these constructs and contextual elements in an Islamic university is intricate and multifaceted. For example, the management transformation paradigm in Islamic higher education institutions strives to bolster institutional management and enhance the quality of human resources, consequently influencing student leadership and citizenship development (15). Furthermore, the perception of brand dimensions in Islamic Higher Education Institutions (IHEIs) can influence how student leadership is perceived and practiced within these institutions (16). Additionally, the cultivation of students' Islamic identity in Islamic higher education is closely intertwined with how student leadership and citizenship are nurtured and promoted (14).

Hence, the objective of this study is to assess the dependability of three factors, specifically student leadership, citizenship, and democratisation. The research question is how student leadership in Islamic institutions influences citizenship behaviors and contributes to the process of democratisation? According to Ibrahim A. (17), who says there are the strongly correlation and impact of student leadership and citizenship on the process of democratisation in Islamic education institution in Islamic country especially Malaysia. So, furthering this research, this study aims to investigate the correlation and impact of student leadership and citizenship on the process of democratisation in Islamic universities in Malaysia.

Literature Review

The relationship between student leadership, citizenship, and democratisation is an intricate and diverse field of research (18). Highlight the significance of citizenship education in cultivating students' democratic abilities and attitudes, especially in rural settings. This is consistent with the research conducted by Reichert (19), which discovered improvements in the development of active and democratic citizenship in secondary school students. The study emphasises the crucial role of schools in developing individuals who actively participate in democratic processes. Moreover, Drissi (20) emphasises the need of conceptualising and engaging in democratic citizenship as a conversation centred around the idea of 'belonging'. Leskinen et al. (21) offer a significant contribution to the study of student leadership by distinguishing several types of

leadership actions that students take in a maker space setting. Their research helps us understand how students lead and collaborate in new and innovative learning contexts. In this study, Yip and Raelin (22) examine many leadership models and their connections, highlighting the need of encouraging students to contemplate different approaches to teaching leadership practice. The correlation between leadership and student outcomes is a primary area of emphasis (23). Examine the influence of transformational leadership on teachers' job burnout, and explore how social-emotional competence and student-teacher relationship mediate this link. Gain a deeper understanding of the complex interplay between leadership, teacher well-being, and student dynamics. In a similar vein, Sahawneh and Benuto (24) investigate the correlation between the behaviours of instructors displaying servant leadership and the level of pleasure experienced by students in an online environment. This study adds to our comprehension of how leadership behaviours impact the overall experiences of students. Furthermore, Levinson (25) demonstrates the importance of education in shaping democratic citizenship. By examining the literature on democratic citizenship education, proposes a research programme for the anthropology of education that highlights the role of educational institutions in fostering democratic values. Veugelers and Schuitema (26) argue in favour of incorporating problematic subjects into education for democratic multicultural citizenship. They emphasise the significance of tackling contentious matters in citizenship education.

The theory of transformational leadership has gained significant recognition for its ability to positively impact the attitudes and behaviours of followers, such as their citizenship behaviour (27). This idea highlights the leader's capacity to inspire and encourage followers, cultivating a feeling of collective identity and shared vision, which is in line with the concepts of democratic leadership and participation (28). Furthermore, Choi's (29) study emphasises the utilisation of the contingency approach to leadership in the context of sustainable leadership. This can be connected to the broader concept of democratic leadership and its long-term viability within organisations. Moreover, the involvement of organisational citizenship behaviour as a mediator in the connection between leadership styles and organisational commitment establishes a robust theoretical basis for comprehending the relationship between leadership, citizenship, and democratisation (30). This viewpoint is in agreement with the notion that competent leadership has the ability to foster a culture characterised by active involvement and civic participation, which are crucial components of democratic societies. Furthermore, the research conducted by Asenbaum (31) underscores the significance of democratic theory in comprehending the intricacies of leadership and citizenship. It accentuates the necessity of adopting a democratic approach when studying democratic theory. This viewpoint emphasises the importance of integrating democratic ideas and ideals into leadership strategies in order to encourage engaged citizenship and democratic involvement. In summary, the theory of transformational leadership is the most robust theoretical framework for comprehending the connections between leadership, organisational citizenship behaviour, and democratic principles. From the literature review, this is the theoretical framework for this study. It shows the relationship between leadership, citizenship and democratisation.

This figure 1 illustrates the conceptualization and operationalization of student leadership, citizenship, and their influence on democratisation within educational institutions, guided by the theoretical framework of the Student Participation Theory (32). It outlines how student leadership development and citizenship engagement are defined and measured within the study, highlighting their roles in fostering democratic practices. The figure also explores the connections between student leadership, citizenship, and their impact on democratisation processes, emphasizing the interrelatedness of these concepts within the theoretical framework. Overall, the figure provides a concise overview of the study's focus and theoretical underpinnings, aiding in understanding the dynamics of student engagement and empowerment in educational settings.
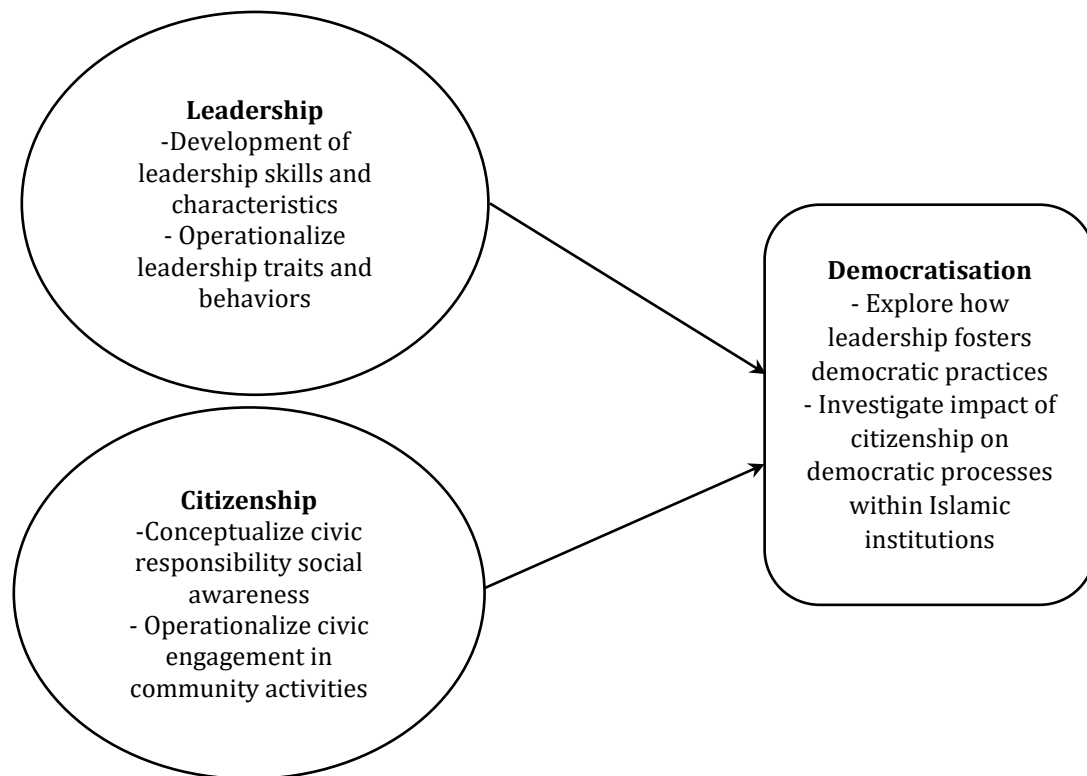
Figure 1: Theoretical framework

From the discussion and Figure 1 above, there are two research hypotheses that will be tested for this study as follows:

H1: Student Leadership has significant influence on Democratisation

H2: Citizenship has significant influence on Democratisation

That because, recent studies have emphasized the importance of exploring the relationships between leadership, citizenship, and democratisation. While some research has focused on the impact of leadership styles on student achievement (33), there is a gap in understanding how these factors specifically operate within Islamic educational settings. By investigating these relationships, the study aims to fill this gap and contribute to the existing body of knowledge on student development within Islamic institutions.

Methodology

This study focuses on analysing variables such as student leadership, citizenship, and democratisation within a particular setting. The selected research methodology for this study is a survey. The selected research methodology for this study is a survey, which enables systematic data gathering from a substantial number of students,

guaranteeing that the results accurately represent the broader community (34-35). We utilised random selection based on the Krejcie and Morgan table to select 593 samples from a population of 55,783 students enrolled in Universiti Sultan Zainal Abidin, Universiti Sains Islam Malaysia, and International Islamic University Malaysia. The large sample size in our study guarantees that the results can be regarded as representative and indicative of the broader population (36-37).

We utilised a custom-designed questionnaire (38) as our main tool for gathering data. The survey was accessible online, enabling participants to provide ideas and feedback without the requirement of being physically present. Aside from the fundamental data pertaining to the main variables, we also gathered data on participant demographics, encompassing age, gender, educational background, and other pertinent particulars. This facilitates more comprehensive evaluations that are based on specific individual features (39).

The study places great emphasis on ethical considerations. In this research, we followed ethical norms rigorously. This involved collecting informed consent from participants, protecting the confidentiality of data, and ensuring that no

damage was caused to the individuals. We employed SPSS version 26 for data analysis. We performed descriptive analyses to gain a comprehensive understanding of the fundamental properties of our data. In addition, we conducted correlation studies to evaluate the associations between the variables being investigated. By employing Cronbach's alpha, we were able to assess the dependability of our questionnaire instrument. Finally, regression analysis was used to investigate the degree to which the variables under study affect one another (40).

Regression analysis was employed to assess the extent to which student leadership and citizenship influence democratisation processes within Islamic higher education institutions. These statistical methods allowed for a rigorous examination of the interrelationships between these constructs, providing valuable insights into their dynamics and implications for institutional governance and student experiences.

By following this approach, this study can provide significant insights into the connections among student leadership, citizenship, and democratisation within the particular environment under investigation. Each of these measures has been followed to achieve the research purpose of enhancing comprehension and expertise in this topic.

The reliability and strength of the results are ensured through several key aspects of the research methodology. Firstly, a large and diverse sample size was utilized, providing robustness to the findings and increasing their generalizability to the broader population of Islamic higher education institutions. Additionally, rigorous statistical methods were employed to analyse the data, including correlation and regression analyses, enhancing the validity and reliability of the results. Furthermore, the use of established measurement scales and validated instruments for assessing student leadership, citizenship, and democratisation contributes to the credibility of the findings. Moreover, ethical considerations were meticulously followed throughout the research process, ensuring the integrity and trustworthiness of the results. Overall, these methodological rigor and ethical practices bolster the reliability and strength of the study's findings, enhancing their significance and relevance to the field of Islamic higher education.

Results

Student Leadership

The Table 1 presents data on the responses of about 590-592 individuals to a range of statements pertaining to their attitudes and behaviours. The rating for each statement was assessed on a scale ranging from 1 (indicating a low rating) to 5 (indicating a high rating). The findings indicate that, on average, participants displayed predominantly favourable attitudes and behaviours. The statement "I prioritise respect and honour" obtained the highest mean score of 4.64, suggesting a significant level of agreement among the participants. Conversely, the statement "I consistently communicate about the student organization's vision" had the lowest average score of 3.61. However, it still falls within the "High" group, indicating a somewhat reduced level of agreement. The standard deviation numbers indicate that the replies were mostly consistent for most claims, while there was some degree of variation in opinions for a few. In general, the data suggests a strong correlation between the described attitudes and behaviours among the respondents, with the majority of statements showing a high level of agreement.

Citizenship

The descriptive statistics in Table 2 presents a thorough summary of how a group of around 590-592 individuals answered a series of statements regarding their views and behaviours. The evaluation of each statement was conducted using a scale that ranged from 1 (representing a low value) to 5 (representing a high value).

The results indicate that the participants generally have favourable attitudes and display behaviours that are beneficial to others. The vast majority of assertions obtained exceptionally high average scores, showing a robust consensus among responders. Statements such as "I am responsible to society," "My actions reflect my personality," and "I am kind and value-based in advancing society" earned high mean scores, indicating a consensus on these desirable traits.

Furthermore, it is worth mentioning that several phrases, such as "I am comfortable with conflicts," received a moderate rating, suggesting a slightly lower level of agreement. Nevertheless, most of the assertions are categorised as "High" level, indicating a strong agreement with the given attitudes and behaviours among the participants.

Table 1: Descriptive Statistics of Student Leadership

Descriptive Statistics	N	Mean	Std. Deviation	Level
I exhibit good personality traits towards my fellow students at the university.	592	4.18	.764	High
I am optimistic about the future.	592	4.20	.764	High
I believe challenges can foster self-improvement.	592	4.43	.672	High
I enjoy healthy competition.	590	4.32	.715	High
I always appreciate the efforts of my peers.	589	4.52	.630	High
I am enthusiastic about developing our collective competencies.	592	4.17	.745	High
I consistently communicate about the student organization's vision.	592	3.61	.953	High
I am always innovative in advancing the organization.	591	3.77	.884	High
I am actively receptive to various viewpoints.	590	4.32	.724	High
I consistently encourage my peers to ensure effective activities.	592	4.19	.782	High
I am committed to my promises.	591	4.27	.741	High
I enjoy sharing the organization's vision with fellow members.	591	3.86	.880	High
I am determined to implement planned programs even when faced with challenges.	590	4.05	.794	High
I prioritize respect and honor.	590	4.64	.594	High
I highly value the support of fellow members in the organization.	590	4.41	.691	High
I always appreciate feedback from peers regarding achievements and success.	590	4.46	.642	High
I collaborate on the organization's mission with fellow members.	589	4.00	.847	High
I am constantly learning from experience.	590	4.48	.648	High
I support any decision made for the organization's best interests.	590	4.21	.745	High
I show open appreciation for my peers' commitment.	591	4.27	.723	High
I advocate for consensus-based decisions in every activity.	590	4.07	.757	High
I am optimistic in every organization's plan.	585	4.03	.799	High
I ensure that activity plans achieve their goals.	591	4.23	.725	High
I value the freedom to choose in executing tasks.	591	4.32	.738	High
I consistently seek the best ways to ensure the organization's success.	588	4.30	.716	High
I adhere to principles in my interactions with peers.	591	4.29	.725	High
I demonstrate enthusiasm in executing activities.	590	4.24	.744	High
I analyze before taking action.	592	4.35	.685	High
I always provide opportunities for others to take on responsibilities.	591	4.34	.722	High
I encourage my peers to be more creative and innovative.	592	4.21	.769	High
Valid N (listwise)	566			

Table 2: Descriptive Statistics of Citizenship

Descriptive Statistics	N	Mean	Std. Deviation	Level
I act based on my core values.	590	4.02	.876	High
I am responsible to society.	589	4.14	.755	High
My actions reflect my personality.	590	4.28	.778	High
I have helped shape community missions.	591	3.93	.821	High
I am always excited about new technologies.	592	3.93	.901	High
I am kind and value-based in advancing society.	592	4.40	.678	High
I enjoy doing things differently to advance society.	591	4.02	.833	High
I can work in various changing situations.	592	3.93	.919	High
I always strive to learn from others to progress.	590	4.22	.780	High
I believe that I am also like others.	591	3.93	1.011	High
I am interested in collaboration to achieve a goal.	590	4.27	.760	High
I can accept any new idea.	592	4.34	.690	High
I have the power to make changes in my country.	590	3.57	1.075	High
I am innovative in advancing my country.	592	3.89	.903	High
I am willing to sacrifice for justice.	590	4.10	.804	High
I am always involved in activities that contribute to progress.	592	3.80	.963	High
I am seen as a collaborator.	588	4.19	.766	High
I am comfortable with conflicts.	590	2.92	1.286	Moderate
I can distinguish between negative and positive changes.	588	4.24	.762	High
I am a responsible person.	589	4.21	.805	High
I have integrity.	588	4.17	.798	High
I am committed to the National Principles.	588	4.30	.736	High
I promise to be responsible to my country.	590	4.27	.745	High
I am committed to civic awareness in society.	589	4.21	.755	High
I find it difficult to reflect on myself.	587	3.47	1.110	High
I believe in the concept of collaboration for better decisions.	590	4.45	.689	High
I understand the desires of the people in my area.	590	3.73	.986	High
I am satisfied with declaring myself ready.	589	3.73	1.047	High
My contributions are always recognized.	590	3.48	.952	High
I enjoy working in groups.	591	3.93	.977	High
I like sharing ideas with others.	589	4.13	.826	High
My moral values can show self-confidence.	591	4.29	.743	High
I am a true Malaysian.	590	4.62	.635	High
I easily trust people who can work with me.	588	3.94	.877	High
I value every opportunity to serve the community.	589	4.21	.740	High
I always support every member's effort in the group.	590	4.36	.687	High
I am easily trusted by anyone.	590	3.79	.953	High
Valid N (list wise)	546			

Table 3: Descriptive Statistics of Democratisation

Descriptive Statistics	N	Mean	Std. Deviation	Level
I understand the concept of democracy.	588	4.11	.834	High
I know about fair and transparent elections.	586	4.18	.817	High
I understand the duty as a voter.	588	4.41	.732	High
I will vote in elections to choose the government.	588	4.46	.732	High
I understand the freedom to make choices during elections.	589	4.40	.732	High
I know my right to make independent decisions.	588	4.34	.769	High
I understand the freedom to engage in politics.	589	4.16	.843	High
I always respect the government chosen by the people.	587	4.08	.850	High
I know the individual rights guaranteed in democracy.	588	4.06	.874	High
I understand the system of party-based democracy in parliament.	588	4.03	.878	High
The government should not suppress the views of minority groups in democracy.	587	3.45	1.147	High
People can freely express their dissatisfaction with the government.	589	3.95	1.011	High
The government should not ban political parties with differing views.	588	3.88	.940	High
People must be given space and opportunities to participate in political parties.	588	4.06	.828	High
The government must allow critical media that critiques the administrative system.	589	3.38	1.213	High
The mass media should be given the freedom to broadcast any news.	588	3.79	1.153	High
I am committed to democracy.	588	3.90	.872	High
I like the democratic system.	589	3.91	.877	High
I agree with the practice of democracy in Malaysia.	588	3.94	.846	High
The government chosen today is fair and free.	587	3.46	1.050	High
The government chosen today is fair and free but has minor issues.	581	3.65	1.026	High
The government chosen today is fair and free but has significant problems.	587	3.58	1.114	High
The government chosen today is neither free nor fair.	586	3.24	1.255	Moderate
Valid N (list wise)	562			

To summarise, the data from this study indicates that the questioned group generally displays constructive and responsible attitudes. There is a high level of agreement on most items, suggesting a good inclination towards many parts of society and community engagement.

Democratisation

The descriptive statistics in Table 3 offers a thorough study of the attitudes and comprehension of democratic principles and practices by around 588-589 respondents. The respondents' attitudes towards democracy were assessed by rating each statement on a scale from 1 (Low) to 5 (High), providing useful information. The results indicate a predominantly favourable perspective on democratic principles and procedures. The majority of assertions obtained high mean ratings, indicating a significant consensus among responders. The lines "I comprehend the concept of democracy," "I acknowledge the responsibility as a voter," and "I will actively participate in elections to select the government" obtained notably high average scores, suggesting a strong grasp of democratic concepts and a dedication to civic engagement.

Moreover, participants conveyed a firm conviction on the significance of personal liberties and the autonomy to make autonomous choices within a democratic structure. In addition, they recognised the need of political diversity and safeguarding the rights of minority groups, as evidenced by statements such as "In a democratic system, the government should refrain from suppressing the perspectives of minority groups" and "The

government should refrain from prohibiting political parties that hold divergent views."

Although most respondents hold a favourable view of democracy, it is worth mentioning that certain assertions, including "The government chosen today is neither free nor fair," earned slightly lower ratings, indicating a "Moderate" level of agreement. This implies that there can be doubts or apprehensions regarding the impartiality and autonomy of the administration selected in the present circumstances.

To summarise, the data from this research suggests that the questioned group typically holds a favourable disposition towards democratic ideals and practices. The respondents exhibit a strong comprehension of fundamental democratic principles and ideals, placing significant emphasis on the significance of openness, impartiality, and active participation in civic affairs. Nevertheless, the lower ratings on some claims indicate the existence of doubts or critical perspectives regarding specific parts of democracy, which necessitate additional investigation and discourse. From the Table 4, the above data displays the Cronbach's Alpha coefficients for three distinct factors: Student Leadership, Citizenship, and Democratisation. Cronbach's Alpha is a metric that assesses the internal consistency or dependability of a group of items or questions within a scale or construct. It quantifies the degree of correlation between the items within each factor.

Multiple methods exist for evaluating reliability, with the internal consistency reliability test being a frequently employed approach, as highlighted by Maiyaki and Mokhtar (41). This assessment measures the degree to which items that assess a particular concept are coherent and separately assess the same concept. At the same time, it evaluates if there is a relationship among these objects. Following the suggestion of Sekaran and Bougie (42), we conducted an internal consistency reliability test using Cronbach's alpha coefficient. Reputable researchers have determined that a reliability coefficient of 0.60 is regarded typical, whereas values of 0.70 and higher indicate a high level of dependability. This conclusion is backed by the research of Hair and Lukas (43) as well as Sekaran and Bougie (42).

The examination of Cronbach's Alpha values indicates the degree of internal consistency within each measured element. Firstly, the high Cronbach's Alpha value of 0.967 for Student Leadership indicates a remarkable level of consistency among the 30 items associated with this factor, approaching a perfect score of 1.0. The substantial correlation between items indicates that they accurately measure the same underlying concept, assuring a high level of reliability in measuring Student Leadership. Similarly, the Citizenship factor exhibits a significantly high Cronbach's Alpha coefficient of 0.960, indicating a great internal consistency among the 37 items related to Citizenship. These elements are strongly interconnected, confirming their accurate measurement of the same idea and assuring reliability in evaluating Citizenship. Finally, the Democratisation factor exhibits a little lower yet still impressive Cronbach's Alpha coefficient of 0.922. An Alpha score greater than 0.9 indicates a strong internal consistency across the 23 elements associated to Democratisation, however it is slightly lower than the previous variables. This suggests a moderate correlation between the questions in this factor, which confirms the factor's reliability in measuring Democratisation, albeit it is significantly lower compared to the other factors. Overall, the high Cronbach's Alpha values for all three components suggest that the study's measurements of Student Leadership, Citizenship, and Democratisation are internally consistent and reliable.

To summarise, the three factors of Student Leadership, Citizenship, and Democratisation exhibit strong internal consistency, suggesting that the items within each component accurately assess their respective concepts. Researchers can rely on these criteria to evaluate and analyse the associated concepts in their study because of their high level of reliability.

The Table 5 displays Pearson correlation coefficients between three variables: Student Leadership, Citizenship, and Democratisation, providing information on their linear associations. Every component of the table unveils noteworthy discoveries. Firstly, analysing the correlation coefficients reveals the connections between these variables: a significantly strong positive linear relationship of 0.856 between Student Leadership and Citizenship, a moderately strong positive correlation of 0.656 between Student Leadership and Democratisation, and a strong positive relationship of 0.730 between Citizenship and

Table 4: Reliability Test by Cronbach's Alpha

Factor	Cronbach Alpha value	Item number
Student Leadership	0.967	30
Citizenship	0.960	37
Democratisation	0.922	23

Table 5: Pearson Correlation

Correlations		Student Leadership	Citizenship	Democratisation
Student Leadership	Pearson Correlation	1	.856**	.656**
	Sig. (2-tailed)		.000	.000
	N	592	592	589
Citizenship	Pearson Correlation	.856**	1	.730**
	Sig. (2-tailed)	.000		.000
	N	592	592	589
Democratisation	Pearson Correlation	.656**	.730**	1
	Sig. (2-tailed)	.000	.000	
	N	589	589	589
**. Correlation is significant at the 0.01 level (2-tailed).				

Democratisation, although slightly weaker than the first pair. Importance testing demonstrates that all correlations are highly significant at the 0.01 level (2-tailed), indicating a probability of less than 1% for a random association to arise, confirming their statistical importance. In addition, the large sample sizes of 592 observations for Student Leadership and Citizenship, and 589 for Democratisation, emphasise the dependability of these correlation coefficients, thereby enhancing the validity of the relationships observed among these variables.

The implications derived from these correlations provide useful insights into the relationships among the variables in your collection. The robust correlations discovered indicate a substantial interconnectedness among these variables. For example, children who achieve high ratings in Student Leadership frequently demonstrate greater scores in Citizenship, highlighting the interdependence between these two traits. Multiple studies have established a correlation between student leadership, citizenship, and democratisation. In their study, Moneva and Pedrano (44) discovered a notable correlation between democratic leadership and the disposition of student leaders towards time management. Iqbal and Piwowar-Sulej (45) found that sustainable leadership has a positive and direct impact on organisational citizenship behaviour towards the environment. Nurbianta et al. (46) emphasised a notable positive correlation

between servant leadership and organisational citizenship behaviour, underscoring the crucial role of leadership in enhancing citizenship behaviour. Igiri et al. (47) found a strong and favourable correlation between the democratic leadership style and the academic achievement of students.

Discussion

The model summary from Table 6 provides an overview of the regression study investigating the relationship between Citizenship and Student Leadership as predictors of Democratisation. The R value of 0.732 indicates a strong positive association between the independent variables (Citizenship, Student Leadership) and the dependent variable (Democratisation). This implies a robust correlation between these variables. The R Square value of 0.536 suggests that around 53.6% of the variation in Democratisation can be accounted for by Citizenship and Student Leadership.

This illustrates the model's capacity to effectively include predictors and accurately anticipate increases in Democratisation, ranging from mild to high. The Adjusted R Square, with a value of 0.535, takes into account the number of predictors and provides a more dependable assessment of the model's accuracy. Meanwhile, the Standard Error of the Estimate, which is 0.39048, represents the average distance between the observed values and the regression line. A smaller number indicates a

Table 6: Regression Analysis

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.732ᵃ	.536	.535	.39048

ᵃPredictors: (Constant), Citizenship, Student Leadership
ᵇDependent Variable: Democratisation

Table 7: ANOVA Regression Analysis

ANOVAᵃ

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	103.261	2	51.630	338.623	.000ᵇ
	Residual	89.348	586	.152		
	Total	192.609	588			

ᵃDependent Variable: Democratisation
ᵇPredictors: (Constant), Citizenship, Student Leadership

Table 8: Coefficients Table from the Regression Analysis

Coefficientsᵃ

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.782	.128		6.109	.000
	Student Leadership	.117	.058	.110	2.009	.045
	Citizenship	.658	.057	.635	11.583	.000

ᵃDependent Variable: Democratisation
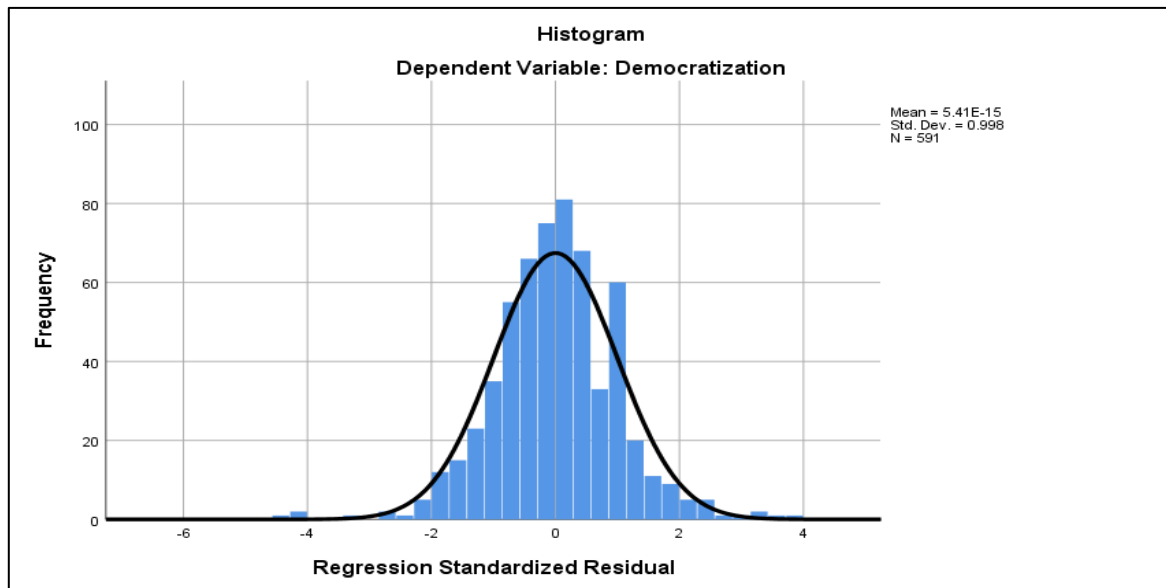
Figure 2: Zresid Histogram
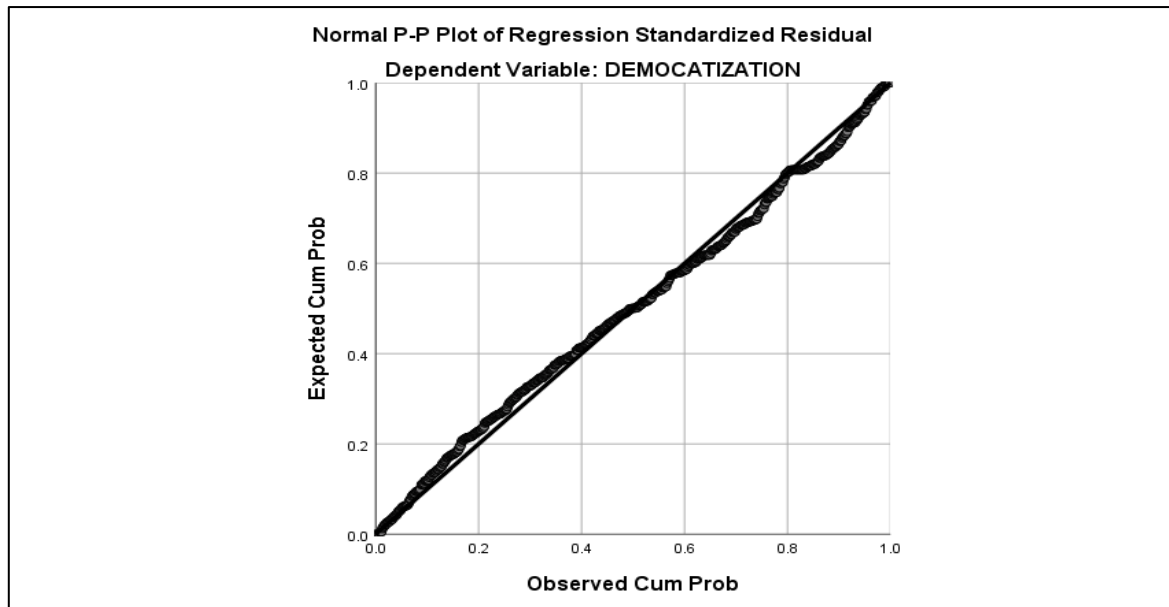
Figure 3: Zresid Normal P-P Plot

better fit for the model. Although the high values of R and R Square indicate a strong fit, it is crucial to exercise caution regarding over fitting in complex models and to take into account additional potential influencing factors beyond Citizenship and Student Leadership when projecting Democratisation.

Based on Table 7, The ANOVA regression analysis decomposes the variability in the data in order to evaluate the statistical significance of the model. The total variance, decomposed into regression (103.261) and residuals (89.348), illustrates the proportion of variation accounted for by the model and the portion that remains unexplained. Having 2 degrees of freedom for the model and 586 for residuals indicates an optimal trade-off between the complexity of the model and the unpredictability of the data.

The Mean Square for regression (51.630) and residuals (0.152) is calculated by dividing the Sum of Squares by their corresponding degrees of freedom. The F-value of 338.623, which represents the ratio between the Mean Square of regression to residuals, suggests a highly significant model fit. Furthermore, the extremely low p-value of .000 highlights the high level of confidence (often exceeding 99%) in the model's predictors (Citizenship and Student Leadership) accurately predicting Democratisation. The ANOVA table provides evidence of the model's resilience in elucidating the fluctuations in Democratisation, as influenced by the selected factors.

Besides that, the Table 8 that Coefficients table obtained from the regression study offers valuable insights into the influence of variables on the process of Democratisation. The Constant, with a value of 0.782 and a t-value of 6.109, indicates the initial value for Democratisation when both Student Leadership and Citizenship are zero. It serves as the baseline or starting point for the model. With respect to predictors, Student Leadership has an unstandardized coefficient (B) of 0.117, a standard error of 0.058, and a statistically significant p-value of .045. The standardised coefficient (Beta) of 0.110 indicates a modest positive impact on Democratisation.

This suggests that when Student Leadership increases, Democratisation also increases, albeit to a moderate extent. Contrarily, Citizenship has a greater influence on Democratisation, as seen by its higher unstandardized coefficient (B) of 0.658, a standard error of 0.057, and a significant Beta of 0.635. The t-value of 11.583 is highly significant, indicating a considerable influence. These findings indicate that Citizenship has a greater impact on Democratisation than Student Leadership.

This and Figure 2 and 3 shows that changes in Citizenship are more closely linked to changes in Democratisation in this particular model. The coefficients demonstrate that both Student Leadership and Citizenship make important contributions to the prediction of Democratisation, with Citizenship exerting a more pronounced influence. The coefficients demonstrate that both Student Leadership and Citizenship make

important contributions to the prediction of Democratisation, with Citizenship exerting a more pronounced influence. This discovery is consistent with the research conducted by Geboers et al. (48), who emphasised the influence of the educational environment on students' citizenship, specifically in terms of their ability to act democratically.

This suggests that citizenship plays a significant role in forecasting the process of democratisation. In addition, Fajri et al. (49) highlighted the role of digital citizenship in shaping students' democratic perspectives, hence reinforcing the importance of citizenship in forecasting democratisation. In addition, Long (50) identified obstacles that impede the progress of democratic and citizenship education, providing insights into the intricate and subtle impact of citizenship on the process of democratisation.

Conclusion

To summarise, this study explores the complex aspects of student leadership, citizenship, and democratisation within the specific setting under investigation. The study examines the intricacies involved in teaching contentious topics and investigates the connections between leadership, organisational civic behaviour, and student results. The utilisation of a survey design with a substantial sample size guarantees the strength and reliability of the findings. The descriptive statistics indicate that the respondents have displayed favourable attitudes and behaviours, with significant associations found between student leadership, citizenship, and democratisation. The regression analysis demonstrates that both citizenship and student leadership make important contributions to forecasting democratisation, with citizenship exerting a more pronounced impact. The study's internal consistency is further enhanced by the strong reliability revealed by Cronbach's Alpha values. These findings offer useful understanding of the complex interrelationships between student leadership, citizenship, and democratisation, highlighting the significance of citizenship in influencing democratisation. These findings can be utilised by researchers and educators to promote active and democratic participation among students, hence facilitating the growth of knowledgeable and involved citizens within educational environments.

Author Contributions
Embong, A.H. and Ali, A.W.M. and writing for the concept and design, Ibrahim A. and Khairuldin, W.M.K.F.W. focuses on data acquisition, data analysis and interpretation, Muhammad Saud and Mokhtar, W.K.A.W. addressing on critical revision of manuscript, statistical analysis and final approval.

Conflict of Interest
There is no conflict of interest in relation to this study from either parties involved.

Ethics Approval
Not applicable. This study does not require ethical approval.

References
1. Zhang X. Machine learning-based psychology evaluation of college students for building innovative health service system. J Environ Public Health. 2022;2022:1-7. https://doi.org/10.1155/2022/6302756
2. Dinda B, Palupiningdyah P. Organizational citizenship behavior on retail employees. Manag Anal J. 2020;9(1):62-71. https://doi.org/10.15294/maj.v9i1.35289
3. Anas WNIWN, Khairuldin WMKFW, Embong AH, Mohd H, Wan Mokhtar WKAW. Trend of transsexualism problem and its implications towards Muslim community in Malaysia. Int J Pharm Res. 2020;12(4):25-29.
4. Khairuldin WMKFW, Hassan SA, Anas WNIWN, Mokhtar WKAW, Embong AH. Al-Takyif Al-Fiqhi and its application in Islamic research methodology. J Crit Rev. 2020;7(7):462-467.
5. Carolan M. The politics in environmental science: the endangered species act and the preble's mouse controversy. Environ Politics. 2008;17(3):449-465. https://doi.org/10.1080/09644010802055683
6. Castro K. The leadership practices employed among student leaders of Ifugao State University Potia Campus. Quantum J Social Sci Humanit.

2020;1(2):38-46.
https://doi.org/10.55197/qjssh.v1i2.2

7. Dempster N, Lizzio A. Student leadership: necessary research. Aust J Educ. 2007;51(3):276-285. https://doi.org/10.1177/000494410705100305

8. Magnússon G. An amalgam of ideals – images of inclusion in the Salamanca statement. Int J Inclus Educ. 2019;23(7-8):677-690. https://doi.org/10.1080/13603116.2019.1622805

9. Magnússon G. From Salamanca to Sweden: inclusive education as policy in transit. 2023:386-396. https://doi.org/10.1016/b978-0-12-818630-5.12022-6

10. Yadav L, Gupta P. Procedural justice, job satisfaction and organizational citizenship behavior: mediating role of organizational trust—Indian tourism industry study. Manag Labour Stud. 2017;42(3):275-292. https://doi.org/10.1177/0258042x17718738

11. Guntoro T. Responsibility, inner leadership, and learning outcomes of sports science students. Int J Multidiscip Res Anal. 2022;05(12). https://doi.org/10.47191/ijmra/v5-i12-11

12. Kurniawan Y, Nurhaeni I, Pamungkas M, Putri I. Transformational leadership in preventing IT-based pornography in high schools. Kne Social Sciences. 2017;2(4):266. https://doi.org/10.18502/kss.v2i4.896

13. Vorster J. Managing corruption in South Africa: the ethical responsibility of churches. Scriptura. 2013;109(0):433. https://doi.org/10.7833/109-0-130

14. Husein S, Abdullah N, Al-Hidabi D. Enhancing the development of students' islamic identity in islamic higher education. Progresiva : Jurnal Pemikiran Dan Pendidikan Islam 2022;11(02):87-103. https://doi.org/10.22219/progresiva.v11i02.23094

15. Wahid A, Rahman K, Najiburrahman N, Fauzi A, Baharun H, Muali C. Management of islamic higher education based on benchmarking and information technology in the revolutionary era 4.0. Proceedings of the Proceedings of 1st Workshop on Environmental Science, Society, and Technology, WESTECH 2018, December 8th, 2 2019. https://doi.org/10.4108/eai.8-12-2018.2284035

16. Mourad M. and Karanshawy H.. Branding islamic studies: exploratory study in the middle east. Journal of Islamic Marketing 2013;4(2):150-162. https://doi.org/10.1108/17590831311329287

17. Ibrahim AK. Pengaruh kepimpinan pelajar universiti awam terhadap pembangunan kewarganegaraan dan pendidikan pendemokrasian di Malaysia. Universiti Utara Malaysia. 2018

18. Waterson R, Moffa E. Citizenship education for proactive democratic life in rural communities. Educ Citizenship Soc Justice. 2016;11(3):213-230. https://doi.org/10.1177/1746197916648286

19. Reichert F. Learning for active citizenship: are Australian youths discovering democracy at school?. Educ Citizenship Soc Justice. 2016;11(2):130-144. https://doi.org/10.1177/1746197915626090

20. Drissi S. Citizenship education reconsidered in the era of democratic transition. Citizenship Social and Economics Education. 2014;13(2):93-103. https://doi.org/10.2304/csee.2014.13.2.93

21. Leskinen J, Kumpulainen K, Kajamaa A, Rajala A. The emergence of leadership in students' group interaction in a school-based makerspace. Eur J Psychol Educ. 2020;36(4):1033-1053. https://doi.org/10.1007/s10212-020-00509-x

22. Yip J, Raelin J. Threshold concepts and modalities for teaching leadership practice. Manag Learning. 2011;43(3):333-354. https://doi.org/10.1177/1350507611422476

23. Tian J, Zhang W, Mao Y, Gurr D. The impact of transformational leadership on teachers' job burnout: the mediating role of social-emotional competence and student-teacher relationship. J Educ Admin. 2022;60(4):369-385. https://doi.org/10.1108/jea-04-2021-0075

24. Sahawneh F, Benuto L. The relationship between instructor servant leadership behaviors and satisfaction with instructors in an online setting. Online Learning. 2018;22(1). https://doi.org/10.24059/olj.v22i1.1066

25. Levinson B. Citizenship, identity, democracy: engaging the political in the anthropology of education. Anthropol Educ Q. 2005;36(4):329-340. https://doi.org/10.1525/aeq.2005.36.4.329

26. Veugelers W, Schuitema J. Teaching controversial issues as part of education for democratic intercultural citizenship. 2022:32-48. https://doi.org/10.1163/9789004512740_003

27. Li N, Chiaburu DS, Kirkman BL, Xie Z. Spotlight on the followers: an examination of moderators of relationships between transformational leadership and subordinates' citizenship and taking charge. Personnel Psychol. 2012;66(1):225-260. https://doi.org/10.1111/peps.12014

28. Zellars KL, Tepper BJ, Duffy MK. Abusive supervision and subordinates' organizational citizenship behavior. J Appl Psychol. 2002;87(6):1068-1076. https://doi.org/10.1037/0021-9010.87.6.1068

29. Choi H. Effect of chief executive officer's sustainable leadership styles on organization members' psychological well-being and organizational citizenship behavior. Sustainability. 2021;13(24):13676. https://doi.org/10.3390/su132413676

30. Zainuddin MA, Asaari MH. Leadership styles and organizational commitment with mediation of organizational citizenship behavior among Bahraini managers. Int J Bus Soc Sci. 2020;11(12). https://doi.org/10.30845/ijbss.v11n12p18

31. Asenbaum H. Doing democratic theory democratically. Int J Qual Methods. 2022;21:160940692211050. https://doi.org/10.1177/16094069221105072

32. Dietzel CT. Conceptions of education, leadership, and citizenship: student leadership development for global citizenship. McGill University (Canada); 2017.

33. Kythreotis A. , Pashiardis P. , & Kyriakidēs L.. The influence of school leadership styles and culture on students' achievement in cyprus primary schools. Journal of Educational Administration 2010;48(2):218-240. https://doi.org/10.1108/09578231011027860

34. Artino AR, Phillips A, Utrankar A, Ta AQ, Durning SJ. "The questions shape the answers": assessing the quality of published survey instruments in health professions education research. Acad Med.

2018;93(3):456-463.
https://doi.org/10.1097/acm.0000000000002002

35. Chua YP. Asas Statistik Penyelidikan. McGraw-Hill Education (Malaysia) Sdn. Bhd.; 2014.

36. Etikan İ, Musa SA, Alkassim RS. Comparison of convenience sampling and purposive sampling. Am J Theor Appl Stat. 2016;5(1):1. https://doi.org/10.11648/j.ajtas.20160501.11

37. Khairuldin WMKFW, Anas WNIWN, Mohamad MZ, Embong AH, Mokhtar WKAW. The role of Prophet Muhammad s.a.w in educating children and its applications to prevent gadget addiction among children. Int J Early Childhood Spec Educ. 2021;13(2):718–722.

38. Nikiforova T, Carter A, Yecies E, Spagnoletti C. Best practices for survey use in medical education: how to design, refine, and administer high-quality surveys. South Med J. 2021;114(9):567-571. https://doi.org/10.14423/smj.0000000000001292

39. Hayun M, Lubis M, Gunadi RAA, Lestari MDW. The analysis of TPACK's ability to increase the professionalism of elementary school teachers in DKI Jakarta. AL-ISHLAH: Jurnal Pendidikan. 2023;15(1):1136-1144. https://doi.org/10.35445/alishlah.v15i1.2369

40. Müller H, Sedley A. Designing surveys for HCI research. Proceedings of the 33rd Annual ACM Conference Extended Abstracts on Human Factors in Computing Systems. 2015. https://doi.org/10.1145/2702613.2706683

41. Maiyaki AA, Mokhtar SSM. Determinants of customer behavioral responses: a pilot study. Int Bus Res. 2010;4(1):193.

42. Sekaran U, Bougie R. Research Methods for Business: A Skill Building Approach. John Wiley and Sons; 2016.

43. Hair J, Lukas B. Marketing Research. Vol 2. McGraw-Hill Education Australia; 2014.

44. Moneva JC, Pedrano JPM. Democratic leadership and attitude towards time management of the student leaders. Int J Learn Dev. 2019;10(1):159. https://doi.org/10.5296/ijld.v10i1.16662

45. Iqbal Q, Piwowar-Sulej K. Sustainable leadership and heterogeneous knowledge sharing: the model for frugal innovation. European Journal of Innovation Management. 2023: 26: 7: 655-673. https://doi.org/10.1108/EJIM-03-2022-0144

46. Nurbianta N, Consuelo JB, Ahmadong A, Muslicha ANF. Assessment study of adversity quotient and servant leadership to improve organizational citizenship behavior: strengthening managerial competencies of education leader. Int J Educ Manag Innov. 2022;3(2):124-137. https://doi.org/10.12928/ijemi.v3i2.5241

47. Igiri CE, Effiong OE, Achigbe JO. Head teacher leadership style and secondary school students' academic performance in Abi Local Government Area of Cross River State. Glob J Educ Res. 2019;18(2):91.
https://doi.org/10.4314/gjedr.v18i2.5

48. Geboers E, Geijsel F, Admiraal W, Dam Gt. Review of the effects of citizenship education. Educ Res Rev. 2013;9:158-173.
https://doi.org/10.1016/j.edurev.2012.02.001

49. Fajri I, Budimansyah D, Komalasari K. Digital citizenship in civic education learning: a systematic literature review. J Ilmiah Peuradeun. 2022;10(3):833.
https://doi.org/10.26811/peuradeun.v10i3.755

50. Long J. Educational administrators' perspectives of democracy and citizenship education: interviews with educational leaders. J Contemp Issues Educ. 2018;13(2). https://doi.org/10.20355/jcie29349