



Role OF Leadership Style on Cadets' Attitude, Discipline And Culture: A Case Study

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Abstract: This study aims to identify the influence of the head of the Character Development Center (Kapusbangkar) Leadership style on the attitudes, discipline and culture of cadets and measure the level of attitudes and discipline of cadets of the Indonesian Aviation Polytechnic Curug. This study uses a quantitative approach using a Pre-Experimental Design research design with One-Shot Case Study. The research was conducted at the Indonesian Aviation Polytechnic in Curug Regency. The population in this study amounted to 500, with a sample of 225 taken using a combined technique of purposive sampling and saturated sampling. Based on the testing and analysis that has been carried out regarding the Influence of the Leadership Style of the Head of the Character Development Center on the Attitude and Discipline of the Indonesian Aviation Polytechnic Cadets Curug with the analysis method used, namely simple regression analysis, it can be concluded that the leadership style of the capusbangkar has a positive effect on the attitude of cadets. The leadership style of the head of the centre also has a positive effect on cadets' discipline.

Keywords: Leadership Style, Attitudes, Discipline, Culture, Development Center, Cadets.

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1. Introduction

A common problem faced by prospective airlines is a discipline in complying with the rules and procedures set by the company. Discipline is very important in the world of aviation because every action or decision taken can have a major impact on the safety of passengers and crew. Some of the problems that often occur are tardiness in attendance, unwillingness to comply with safety procedures and inaccuracy in carrying out flight-related tasks. To overcome these problems, airline companies need to take the right approach in providing intensive training and supervision and building a strong culture of discipline among employees. Another common problem faced in the airline world is the inappropriate attitudes of employees towards their duties and responsibilities. Inappropriate attitudes can have a negative impact on the safety and comfort of passengers and crew. Some common attitude problems include impatience, lack of empathy towards passengers, and lack of responsibility in carrying out their duties. To overcome these problems, airline companies need to provide good training and coaching to improve the attitude of employees in carrying out their tasks. In addition, airline companies also need to build a corporate culture that encourages positive attitudes and high responsibility from all employees. Discipline is a mental attitude and behavior to comply with rules, norms, and tasks that have been well established. It is very important in a general context because it can determine the effectiveness and efficiency of an organization or society (Kelly, 2008). Without good discipline, it is difficult for individuals or groups to achieve set goals or fulfill their duties and responsibilities. Therefore, it is important for individuals to have discipline in carrying out tasks and obeying rules, be it in a personal or professional context. Discipline can be learned and improved through education, experience and consistent practice.

Discipline is a mental attitude and behavior to obey the rules and tasks that have been set. However, discipline also has theoretical limitations that need to be considered (Foucault, 2018). First, discipline does not always work well if it is not accompanied by the development of individual abilities. High discipline but low individual capability can have an impact on the effectiveness and efficiency of an organization or society. Second, discipline should also not hinder individual or group creativity and innovation. Too many rules and tasks that must be obeyed can make individuals or groups feel constrained and less able to innovate. Third, discipline also needs to be applied fairly and consistently throughout the organization or society, without exception. Inconsistency or unfairness in the application of discipline can lead to dissatisfaction and loss of trust in the established system. Therefore, it is necessary to have the right approach in applying discipline so that it remains effective and can achieve the set goals without ignoring the existing theoretical limitations (Turner, 2006).

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Attitudes in a general context refer to individuals' judgments and evaluations of an object or situation, which can influence their behaviour and decisions (Obicci, 2022). Good attitudes can have positive effects in various aspects of life, such as health, work, and social relationships. However, a negative attitude can negatively impact an individual's or society's well-being. Therefore, it is crucial for individuals to pay attention to their attitudes and correct inappropriate attitudes through coaching and training. Attitudes can also be influenced by internal factors such as personality and individual experience and external factors such as culture and environment. In an organizational context, employee attitudes can affect organizational effectiveness and efficiency, so it is essential for companies to build a positive organizational culture and pay attention to employee attitudes in carrying out their duties and responsibilities (Rajecki, 1990).

Attitudes are an individual's assessment or evaluation of an object or situation that can influence their behaviour and decisions (Petty et al., 1997). However, theoretical limitations need to be considered in understanding attitudes. First, attitudes cannot always be predicted precisely from individual behaviour or actions. Although a person often shows behaviour that is consistent with their attitude, inconsistent behaviour can also occur, especially in certain situations. Second, attitudes can change or fluctuate over time, depending on the individual's experience and environment. Third, attitudes can be influenced by other factors, such as individual beliefs and values, so they do not always reflect objective thoughts or views. Therefore, it is necessary to have the right approach to understanding attitudes and considering existing theoretical limitations (Pickens, 2005).

Politeknik Penerbangan Indonesia Curug (PPI Curug) is one of the official universities under the auspices of the Ministry of Transportation of the Republic of Indonesia, which is forced to have very high discipline and attitudes. PPI Curug is located in Curug District, Tangerang, Banten Province. Established in Jakarta, precisely in the Gempol-Kemayoran area, in 1952, this educational institution was originally named the Indonesian Aviation Academy (API) and is now known as the Indonesian Aviation Polytechnic Curug (PPI Curug). PPI Curug has the task and function of educating cadets to become expert and skilled human resources in the field of aviation, which is recognized nationally and internationally.

Cadets are the future of the nation and part of the aviation polytechnic that will advance the Indonesian nation with various ideas and ideas that can improve the nation's quality. Quality improvement is accompanied by conditions or circumstances that force individuals to comply with SOPs or discipline. On the other hand, some attitudes must be maintained, or even some attitudes are used as SOPs or specific rules; in other words, an attitude can become a specific obligation, whether written or unwritten. Therefore, cadets must have a high spirit for learning and achieving achievements and goals. The knowledge gained from undergraduate education is undoubtedly a guide in the future. However, in the world of work, a well-educated attitude and mentality is very important for cadets to compete and have a good attitude and discipline. Discipline is an attitude of obedience and compliance with applicable regulations. Discipline must be implemented in all environments, namely the family, community and school environment (Ahmad, 2021). As cadets, discipline can hone their abilities and develop their potential in each scientific field they pursue. After graduating from college, they can become a skilled workforce and are ready to enter the world of work and society.

At Politeknik Penerbangan Indonesia Curug (PPI Curug), there is a unit, namely the Character Development Center (Pusbangkar), which a Head or Kapusbangkar leads with the task of shaping the value of attitude and discipline in a cadet. In leadership, a person leads, guides, influences or controls the thoughts, feelings or behaviour of others, as well as the relationship and influence between the leader and the led. Leadership emerges and develops due to automatic interaction between leaders and individuals who are led. Leadership can function based on the leader's power to invite, influence, and mobilize others to do something to achieve specific goals (Jamaludin, 2017).

Leadership is an aspirational, energizing, and moral force that is creative and able to influence its members to change attitudes so that they are in line with the leader's wishes. Behaviour aligns with the leader's will through the leader's interpersonal influence on his subordinates, especially in the effort to achieve common goals and solve problems that must be faced collectively. So, there is no need for coercion, suppression, intimidation, and specific threats. Because the better the dimensions of leadership style, the higher the level of performance. The right leadership style will motivate someone to achieve. The success or failure of employees in work performance can be influenced by the leadership style of their superiors (Nasution, 2020).

Leadership style can affect employees' attitudes in an organization (Fauzan, 2019). Task-oriented leadership styles tend to influence employee attitudes to achieve goals and efficiency. In contrast, relationship-oriented leadership styles tend to influence employee attitudes to prioritize personal satisfaction and harmony in work relationships (Anoraga, 2001). In addition, authoritarian leadership styles can influence employee attitudes to be less creative and take initiative, while participative or democratic leadership styles can influence employee attitudes to participate more actively in decision making and contribute to organizational success. Therefore, it is important for a leader to choose the right leadership style and pay attention to the attitude of employees in carrying out their duties and responsibilities. A good leader also needs to pay attention to changes in employee attitudes and conduct coaching to improve inappropriate attitudes in order to achieve organizational goals (London, 2001).

In a social context, attitudes can affect interactions and relationships between individuals in society. Positive attitudes can help individuals build good social relationships with others, while negative attitudes can damage social relationships and exacerbate conflicts that occur (Shamir, 1991). In addition, poor attitudes towards certain groups can lead to discrimination and prejudice, which can worsen social conditions and harm society as a whole. Therefore, it is vital for individuals to pay attention to their attitudes and correct inappropriate attitudes through positive social development and experiences. Through good education and social experiences, individuals can gain enough experience and knowledge to build positive attitudes and avoid negative attitudes in their social interactions and relationships.

Leadership style can affect the level of employee discipline in the organization (Bowery, 2004). The authoritarian leadership style can create an atmosphere of strictness and high discipline in the workplace. In contrast, the democratic or participative leadership style provides a broader space for employees to develop their creativity and initiative. However, they still pay attention to the rules and policies that have been set. In addition, inspirational or transformational leadership styles can influence employee discipline by intrinsically motivating them to work with discipline and diligence to achieve organisational goals (Ahmad et al., 2023). However, it is also essential for a leader to pay attention to the disciplinary needs that exist in the organization and adapt his or her leadership style to the situation to achieve an optimal level of discipline in the workplace.

An effective leadership style can help improve discipline in the organization. A leader who leads by example and values discipline tends to influence his subordinates to follow the same mindset more easily. In addition, a leader who can give clear direction and provide timely feedback will help employees to identify their strengths and weaknesses in performing their tasks. Thus, employees will find it easier to correct their undisciplined behaviour and improve their productivity at work. Therefore, it is essential for a leader to learn different leadership styles and adapt his/her leadership style to the needs of the organization to achieve optimal discipline.

The leadership style of a Kapusbangkar is very influential on discipline in the process of getting an education and ensuring that each cadet can complete the education that is being undertaken as planned by an educational institution. The leadership style aims to make cadets able to go through every educational process, but also so that cadets can apply discipline to daily activities in the academic and non-academic fields. Leadership style is a pattern of behaviour and strategies that are preferred and often applied by a leader to achieve the goals of an organization, especially educational institutions.

Field Suranata et al. (2022) conducted research to find the effect of leadership style on work discipline. In Darmawan and Putri (2017), research was conducted to see the effect of leadership style on organizational commitment. In Aisah (2020), Jamaludin (2017), and Nasution (2020), research was conducted to find the effect of leadership style on employee performance. Field Hamour (2023) and Senen et al. (2021) conducted research to find the effect of leadership style on work motivation. This study aims to identify the influence of KAPUSBANGKAR's leadership style on the attitudes and discipline of cadets and measure the level of attitudes and discipline of cadets of the Indonesian Aviation Polytechnic Curug.

2. Method And Material

This study uses a quantitative approach using a Pre-Experimental Design research design with One-Shot Case Study. The research was conducted at the Indonesian Aviation Polytechnic in Curug Regency. The population in this study amounted to 500, with a sample of 225 taken using a combined technique of purposive sampling and saturated sampling. Data were obtained through a survey method using a questionnaire with a Likert scale. The questionnaire or measuring instrument used was previously tested for validity and reliability first and obtained that all items used were valid and reliable with a Cronbach's Alpha (α) value of 0.773.

3. Result And Discussion

3.1 Descriptive Statistics

Based on 225 questionnaires that can be processed, information regarding the demographics of respondents is obtained as a reference in seeing the characteristics of respondents who are research samples. Why cadets level 1 and level 2 because cadets level 3 and level 4 partly carry out On The Job Training activities, the data obtained is less significant, so only level 1 and level 2.

The first statement based on research Statement X1.1 of 225 respondents who have been given a statement, 108 respondents (48%) answered Strongly Agree, 81 respondents (36%) answered Agree, 31 (13.8%) respondents answered neutral, 3 (1.3%) respondents answered disagree, and 2 (0.9%) respondents answered Strongly Disagree. The second statement based on table 4.2 Statement X1.2 of 225 respondents who have been given a statement, 133 respondents (59.1%) answered Strongly Agree, 64 respondents (28.4%) answered Agree, 22 (9.8%) respondents answered neutral, 4 (1.8%) respondents answered disagree, and 2 (0.9%) respondents answered Strongly Disagree. The third statement based on table 4.2 Statement X1.3 of 225 respondents who have been given the statement, 134 respondents (59.6%) answered Strongly Agree, 68 respondents (30.2%) answered Agree, 17 (7.6%) respondents answered neutral, 3 (1.3%) respondents answered disagree, and 3 (1.3%) respondents answered Strongly Disagree.

The fourth statement based on table 4.2 Statement X1.4 of 225 respondents who have been given a statement, 144 respondents (64%) answered Strongly Agree, 60 respondents (26.7%) answered Agree, 19 (8.4%) respondents answered neutral, 1 (0.4%) respondent answered disagree, and 1 (0.4%) respondent answered Strongly Disagree. The fifth statement based on table 4.2 Statement X1.5 of 225 respondents who have been given a statement, 145 respondents (64.4%) answered Strongly Agree, 67 respondents (29.8%) answered Agree, 11 (4.9%) respondents answered neutral, 1 (0.4%) respondent answered disagree, and 1 (0.4%) respondent answered Strongly Disagree.

Based on the results of research on respondents' responses to the cadet attitude variable, the results were obtained: (a) The first statement based on table 4.3 Statement Y1.1 of 225 respondents who have been given a statement, 157 respondents (69.8%) answered Strongly Agree, 52 respondents (23.1%) answered Agree, 16 (7.1%) respondents answered neutral, 0 (0%) respondents answered disagree, and 0 (0%) respondents answered Strongly Disagree. (b) The second statement based on table 4.3 Statement Y1.2 of 225 respondents who have been given a statement, 135 respondents (60%) answered Strongly Agree, 71 respondents (31.6%) answered Agree, 18 (8%) respondents answered neutral, 0 (0%) respondents answered disagree, and 1 (0.4%) respondent answered Strongly Disagree. (c) The third statement based on table 4.3 Statement Y1.3 of 225 respondents who have been given a statement, 97 respondents (43.1%) answered Strongly Agree, 89 respondents (39.6%) answered Agree, 34 (15.1%) respondents answered neutral, 5 (2.2%) respondents answered disagree, and 0 (0%) respondents answered Strongly Disagree.

Based on the results of the analysis of respondents' responses to the Cadet Discipline variable, the results were obtained: (a) The first statement based on table 4.4 Statement Y2.1 of 225 respondents who have been given a statement, 123 respondents (54.7%) answered Strongly Agree, 76 respondents (33.8%) answered Agree, 23 (10.2%) respondents answered neutral, 1 (0.4%) respondent answered disagree, and 2 (0.9%) respondents answered Strongly Disagree. (b) The second statement based on table 4.4 Statement Y2.2 of 225 respondents who have been given a statement, 141 respondents (62.7%) answered Strongly Agree, 69 respondents (33.8%) answered Agree, 15 (6.7%) respondents answered neutral, 0 (0%) respondents answered disagree, and 0 (0%) respondents answered Strongly Disagree. (c) The third statement based on table 4.4 Statement Y2.3 of 225 respondents who have been given a statement, 133 respondents (59.1%) answered Strongly Agree, 66 respondents (29.3%) answered Agree, 23 (10.2%) respondents answered neutral, 2 (0.9%) respondents answered disagree, and 1 (0.4%) respondent answered Strongly Disagree.

3.2 The Effect of Leadership Style on Cadets' Attitudes

Table 1. T Test of Variable X on Variable Y1

| Unstandardized Coefficients | | | | Standardized Coefficients | t | Sig. |
|-----------------------------|------------|-------|------------|---------------------------|--------|------|
| Model | | B | Std. Error | Beta | | |
| 1 | (Constant) | 6.386 | .595 | | 10.742 | .000 |
| | X | .314 | .026 | .625 | 11.954 | .000 |

Source: Calculate by Author

Based on the first hypothesis, which states that the captain's leadership style has a positive effect on the attitude of cadets. Can be seen in table 1. Shows that the t value of the variable count is $11.95 > t$ table value 5.5, and the regression significance value is $0.00 < 0.05$. It can be concluded that the leadership style of the headquarters has an effect on the attitude of cadets.

3.3 The Effect of Leadership Style on Cadets' Discipline

Table 2. T Test of Variable X on Variable Y2

| Unstandardized Coefficients | | | | Standardized Coefficients | t | Sig. |
|-----------------------------|------------|-------|------------|---------------------------|--------|------|
| Model | | B | Std. Error | Beta | | |
| 1 | (Constant) | 5.747 | .658 | | 8.735 | .000 |
| | X | .346 | .029 | .623 | 11.900 | .000 |

Source: Calculate by Author

Based on the second hypothesis, which states that the leadership style of the captain has a positive effect on the discipline of cadets. It can be seen from table 2 that the t value of the variable count is $11.90 > 5.5$ and the regression significance value is $0.00 < 0.05$. It can be concluded that the leadership style of the headquarters has an effect on the discipline of cadets.

3.4 Coefficient of Determination

This study uses two tests for the coefficient of determination due to the use of two dependent variables which are carried out separately.

Table 3. Determination Test of Variable X on Variable Y1

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .625 ^a | .391 | .388 | 1.296 |

Source: Calculate by Author

Based on table 3, the R-value is 0.625 with an R Square of 0.391, while the R² value is 0.388, it can be concluded that variable X influences 38.8% on variable Y1. Other variables outside the study influence the remaining percentage.

Table 4. Determination Test of Variable X on Variable Y2

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .623 ^a | .388 | .386 | 1.434 |

Source: Calculate by Author

Based on table 4, the R-value is 0.623 with an R Square of 0.388, while the R² value is 0.386, it can be concluded that variable X has an influence of 38.6% on variable Y2. Other variables outside the study influence the remaining percentage.

3.5 Discussion Leadership Style on Cadet's Discipline

The results showed that leadership style has an influence on the attitudes possessed by cadets. This could be due to changes in regulations from individual conditions before becoming cadets; on the other hand, discipline or also another dependent variable in this study (Y2), also has a role in the attitudes possessed by cadets. Where in line with research conducted by Fernandez (2023), which states that discipline can change individual attitudes.

The attitude formed by cadets from leadership style can only have an effect of 38.8%, whereas other variables influence the rest. The remaining percentage could have been influenced by discipline, but this influence was not further examined in this study. Attitude in this study can lead to attitude change, whereas based on Arifin (2017) states that discipline can also affect changes in individual attitudes. This is reinforced by Mohan & Kinslin (2022), who also state that certain conditioning carried out on certain individuals or groups can considerably influence psychologically in changing a person's character or attitude.

The leadership style in this study directly leads to centralized leadership and tends to be authoritarian; this is due to the culture built in cadets to obey superiors. On the other hand, cadets are also required to be professional and not argue with their superiors' orders; this is due to their placement after experiencing the cadet process. Where the placement has a fairly complicated procedure and has the potential for a fatal accident.

A person's personality is also influenced by their internal conflicts and past experiences, which can affect their motivation and behaviour in the workplace. Leaders who understand these dynamics can create a work environment encouraging discipline, such as providing clear goals and clarifying everyone's roles and responsibilities. In addition, leaders who can help subordinates overcome their internal conflicts and strengthen their beliefs can create a work environment conducive to discipline (Ignatiev and Tsyrya, 2022). In this context, leaders can also provide constructive feedback and appropriate rewards for good performance, thus strengthening motivation and discipline.

From a psychodynamic point of view, authoritarian leaders can alter the discipline of their members through a defence mechanism called projection (Udin, 2023). Authoritarian leaders tend to have a tendency to blame others for mistakes or failures and encourage their members to show high discipline by threatening or administering harsh punishments (Permadi & Suryantob, 2018). However, such actions may trigger the projection defence mechanism, where members tend to reject and blame the leader for mistakes or failures that occur. As a result, members' discipline may decline as they feel unappreciated and constantly pressured by the leader.

Authoritarian leaders can influence the discipline of their members through the concepts of identification and self-defence processing. Identification occurs when individuals seek recognition and approval from respected people, including their leaders. In this case, members who want to be accepted by the leader may display higher discipline to fulfil their identification needs (Clara et al., 2022). In addition, individuals may also use self-defence to overcome insecurity or fear of authoritarian leaders. One example of self-defence processing is projection; as explained in the previous section, individuals may blame others or the external environment for mistakes or failures rather than themselves. Therefore, authoritarian leaders may use their power to force members to comply with rules and discipline, but this approach may cause tension and dissatisfaction among members.

Meanwhile, in the viewpoint of humanistic psychology, authoritarian leaders would be considered leaders who do not give their members the freedom to fulfil their personal needs (Nisa, 2017). In Maslow's hierarchy of needs theory, cognitive needs and self-actualization needs can be hampered by authoritarian leaders because members do not feel valued or given the opportunity to express themselves freely (Maslow, 1967). This can lead

to members' reluctance to fulfil the disciplinary demands given by the leader, as they do not feel connected to the values and goals held by the leader. Therefore, authoritarian leaders can negatively influence the discipline of their members because they do not pay attention to the needs and perspectives of members in meeting disciplinary demands (Lester, 1990).

If, in the context of authoritarian leadership, leaders are successful in improving the discipline of their members, several dynamic psychological factors may be involved. First, in the psychodynamic view, individuals have a need for structure and clear boundaries (Maslow, 1971). Authoritarian leadership with clear structure and strict boundaries can meet this need and make team members feel more organized. Second, authoritarian leaders tend to use punishment and sanctions to maintain discipline within the team (Maslow, 1950). This approach can trigger fear in team members and encourage them to adhere to the rules more strictly.

3.6 Discussion Leadership Style on Cadet's Attitudes

In this study, it was found that leadership style affects the discipline of cadets. This can be caused by the leadership style that is applied directly leads to cadet procedures to adhere to the rules or discipline that has been determined. On the other hand, the leadership style that exists among cadets tends to be centred on seniors or certain section heads, where the leader, in this case, leads to the leader who holds the rules or can directly give punishment,

This study supports the findings of Asifa (2019) that leadership style affects the work discipline of Pekanbaru health centre employees, as well as the findings of El-Nasharty (2022) that leadership style affects work discipline. According to Mohammed & Rashid (2023), leadership style affects employee work discipline in state agencies, especially in health agencies in Pangkal Pinang City.

According to research on the influence of autocratic leadership style on the work discipline of other members, a leader wants to delegate all decision-making to other members who can be reached. Leaders are also considered to be strict with cadet members, especially those who violate the rules. Leaders tend to reprimand and impose harsh consequences that motivate cadets to improve their discipline. The leadership is also seen to be connected with some other cadet members; in other words, the leadership does not only want to talk and discuss with certain people so that there is no clustering among cadet members.

This is in accordance with the findings of Suranata et al. (2022), who found that autocratic leadership style has a positive and significant effect on work discipline at the Bali Province Language Center, as well as the findings of Suhartono et al. (2023), who found that leadership style has an effect on employee work discipline at the Tasikmalaya education office.

Research in psychology and management has shown that the leadership style used by organizational leaders can influence the attitudes and behaviours of the employees working under them (Macey & Schneider, 2008). Employee attitude is an essential psychological variable in influencing organizational performance and productivity. In this context, attitude is defined as a relatively stable predisposition toward a particular object. It is based on an individual's affective, cognitive, and behavioural evaluations of that object (Lim & Ployhart, 2004).

Attitude is an important part of human behaviour that reflects an individual's experience, knowledge, beliefs, and values related to work or organization. Different leadership styles can shape different attitudes among members (Aisah, 2020). For example, an authoritarian leadership style tends to foster the attitudes of members who are passive, fearful, and uncreative. Members led by an authoritarian leadership style are less likely to have a strong motivation to learn and improve their skills, as they feel limited in terms of initiative and creativity.

On the other hand, a more democratic and participative leadership style can shape the attitudes of more proactive, creative and independent members. Democratic leaders tend to give members a wider space to participate in decision-making and strategy development, thus motivating members to provide input and contribute actively in achieving organizational goals (Hamour, 2023). Inspirational or transformational leadership styles can also shape positive member attitudes, as inspirational leaders can help members to find greater meaning and purpose in their work, thus increasing their sense of pride and motivation to work harder and be more disciplined (Pickens, 2005). Therefore, it is important for organizational leaders to understand the influence of their leadership styles on members' attitudes and adopt appropriate leadership styles to shape positive and productive attitudes among their members.

4. Conclusion

Based on the testing and analysis that has been carried out regarding the Influence of the Leadership Style of the Head of the Character Development Center on the Attitudes and Discipline of Indonesian Aviation Polytechnic Cadets Curug with the analysis method used, namely simple regression analysis, it can be concluded that the leadership style of the head of the centre has a positive effect on the attitude of cadets. The leadership style of the head of the centre also has a positive effect on cadets' discipline. This is due to the authoritarian tendency of the leadership style, where cadets are indirectly unable to disobey the leader and also the provisions or regulations set by the leader or the organization they oversee. Attitude is also influenced by the same thing, where the rules and also the authoritarian attitude of the leader that cannot be contested make members tend to obey and also change their attitude in front of their leaders because they do not want to be punished or worse, expelled from the cadets.

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