



## The effect of humanistic leadership principles on the effectiveness of leading generation Z employees: A study in Karanganyar

Intan Maharani Rosiana<sup>1</sup>, Datien Eriska Utami<sup>2</sup>

<sup>1,2</sup>Sharia Business Management, Universitas Islam Negeri Raden Mas Said Surakarta, Indonesia

---

### ARTICLE INFO

#### Article history:

Received May 06, 2025

Revised May 19, 2025

Accepted May 28, 2025

#### Keywords:

Humanistic Leadership;  
Generation Z;  
Lead Effectiveness;  
Leadership Principles;  
SPSS.

### ABSTRACT

The study concentrates on the work system: humanistic leadership principles impact how well a leader can lead Generation Z—a highly skilled force in the operation of technology and harbor a particular preference for leadership. This is important because companies can improve employee performance, well-being, and productivity by understanding the leadership needs of Gen Z. The problem in this study is that there are limitations in understanding the extent to which humanistic leadership principles have a significant influence on the effectiveness of leadership in leading Generation Z employees. This research mostly focuses on ways that can be used to implement humanistic leadership to help Gen Z employees improve their performance and well-being. This study applies a quantitative approach as the main tool in collecting information through questionnaires, which are then analyzed using statistics. The Quantitative Method is used to measure how effective humanistic leadership is in Gen Z employees in Karanganyar by testing validity, reliability, normality, heterokedasticity, multicollinearity, F test, T test, determination coefficient test and multiple linear regression analysis using SPSS data processing tool. The results of the study showed that the variables of well-being, wisdom, empathy, and responsibility did not have a positive and significant impact on the effectiveness of leading Gen Z employees. Meanwhile, the variables of self-awareness, self-actualization, and fairness have a positive and significant impact on the effectiveness of Gen Z employees.

*This is an open access article under the [CC BY-NC](https://creativecommons.org/licenses/by-nc/4.0/) license.*



---

#### Corresponding Author:

Intan Maharani Rosiana,  
Sharia Business Management,  
Universitas Islam Negeri Raden Mas Said Surakarta,  
Pandawa Street, Pucangan, Kartasura, Sukoharjo, Central Java 57168, Indonesia.  
Email: [intanmarona59@gmail.com](mailto:intanmarona59@gmail.com)

---

### 1. INTRODUCTION

Generation Z refers to the younger generation known as the Internet Generation or a generation that is familiar with technology and has grown up in the digital era (A. Dewi et al., 2023). Their preference in leadership style is one that involves inspirational communication, intellectual problem-solving, and personal attention to employee performance (Hasnawati et al., 2021). Based on BPS census in 2023, it is stated that Gen

Z, born in the span between 1997 and 2012 outperformed as many as 74.9 million people, which is equivalent to 27.9 percent of the entire time. This generation is in the stage of new adulthood to pre-adulthood, thus giving birth to the desire for development and transformation in the future (Rainer, 2023).

The role of leadership has a great influence on the effectiveness of individuals in achieving organizational goals (Hasnawati et al., 2021). Humanistic leadership practices focus on caring for individual needs and development so that they are able to build a work environment that supports increased productivity and builds employee motivation. The importance of humanistic leadership as a key strategy to improve employee performance (P. Dewi & Fitrio, 2022). In the research of Fu et al. (2020) humanistic leadership practices in Thailand revealed that a culturally open indigenous approach to humanistic leadership is needed. Then in the research of Dewi et al. (2023), it shows that Generation Z needs a leadership style that focuses on actions, initiatives, and uses different symbols to express organizational goals in a simple way (A. Dewi et al., 2023). In-depth research on humanistic leadership principles in leading Generation Z employees is not yet available. Although the concept of humanistic leadership and the characteristics of Generation Z employees have been discussed separately, there has been no specific study linking the two. Previous research has shown that humanistic leadership styles have a positive impact on employee well-being and potential. Meanwhile, this study pursues the effective application of humanistic leadership principles for generation Z employees. This research identifies leadership needs, designs strategies, applies humanistic leadership principles, and tests their effectiveness in leading employees. The test results are analyzed to provide practical advice for the organization and guidance for further research.

Gen Z, Generation refers to a group of people born in the 1990s to 2000s, who grew up with gadgets, social media, online games, and various digital interaction platforms (Singh & Dangmei, 2016). Generation Z is known as the "Net Gen" generation who have embraced information technology and the internet to the maximum (Rashid et al., 2021). Generation Z is known as a true digital user, tech-savvy, and proficient in multitasking. This generation values flexibility, quick response, and hands-on feedback in their work environment. Generation Z expects their boss to keep promises, be honest, and show competence to build trust (Wasiluk & Tomaszuk, 2022). Generation Z has unique characteristics, they value ethical actions, trust, respect, teamwork, enthusiasm, and optimism in their leaders. They have preferences in leadership styles, such as leadership styles that involve inspirational communication, intellectual problem-solving, and personal attention to employee performance (A. Dewi et al., 2023). Generation Z considers a competitive salary important, expects flexibility in work, emphasizes the importance of personal development programs, values good relationships with employers and loves face-to-face communication (Dwidienawati & Gandasari, 2018).

Elton Mayo's theory of leadership focuses on human relationships, where leaders show concern for their subordinates. According to Handoko (1984) and Mayo (1980) in Permadi (2019), Hawthorne's experiment or "Human relationship" describes the relationship between managers and their subordinates. If the motivation of the work of personnel is good, then human relationships in the organization can be said to be "healthy" (Permadi, 2019). Humanistic leadership is a human-focused style, prioritizing the dignity and well-being of individuals in the organization (Pikonia et al., 2022). His leadership concept applies characteristics such as; well-being, self-awareness, wisdom, self-actualization, empathy, fairness, and responsibility (Ono & Ikegami, 2020). Broadly speaking, a humanistic approach becomes meaningful when it prioritizes human morality and then ignores leader-centered (Effendi, 2021). A leader not only gives instructions to do this and that, but must also provide guidance to his subordinates so that the instructions given can be understood and implemented as they should be (Olifiansyah et al., 2020).

Quality of life and overall health, which includes physical, mental, and emotional health, is called well-being (X1) (Wahdiniawati et al., 2024). Well-being is a term that refers to a comfortable, healthy, or happy state that includes physical, mental, and emotional health, and contributes to a person's overall quality of life (Handayani et al., 2021; Ono & Ikegami, 2020). The goal is to create a supportive work environment so as to encourage employee engagement and performance in order to meet the overall physical and psychological needs of employees (Handayani et al., 2021). The results of the study stated that if the principle of welfare in leadership has an influence on leading employees, the hypothesis is compiled as follows: Hypothesis 1: Well-being has a positive and significant effect on the effectiveness of leading Gen Z employees.

The ability to recognize and understand a person's thoughts, feelings, and behaviors is known as self-awareness (X2) (Roessler et al., 2024). The concept of self-awareness refers to a leader's ability to understand emotions, strengths, weaknesses, values, and how their behavior impacts others (Syahputra, Dwi & Aslami, 2023). The ability of a leader to understand emotions, strengths, weaknesses, values, and how their behavior impacts others is called self-awareness (Mardizal et al., 2023). Self-aware leaders better understand how their behavior impacts others and change their behavior to create a better work environment (Aditya et al., 2022). Leadership effectiveness is influenced by self-awareness that encourages transparency, responsibility and positive feedback thereby improving team performance (Prastyo & Nawawi, 2023). From the results of previous research, it is stated that the principle of self-awareness in leadership has an influence on leading employees, the hypothesis is as follows: Hypothesis 2: Self-awareness has a positive and significant effect on the effectiveness of leading Gen Z employees

Wisdom (X3) is the ability to make the right decisions based on knowledge, experience, and considering the consequences of actions taken in the long term (Arifin, 2023; Jakubik, 2021). Wise leaders can read the situation thoroughly and make the best decisions so as to generate respect and trust from followers (Arifin, 2023). According to Al-Ghazali in Wan Razali et al. (2020), wisdom is defined as a noble value that helps leaders make logical, ethical choices, create justice, and support society (Wan Razali et al., 2020). Wisdom in leadership shapes the culture of the organization, ensures that policies are implemented properly and encourages inclusive decisions and cooperation (Siregar, 2022). From the results of previous research, it is stated that the principle of wisdom in leadership has an influence on leading employees, here are the hypothesis proposals: Hypothesis 3: Wisdom has a positive and significant effect on the effectiveness of leading gen Z employees

Abraham Maslow originated a theory of personality that includes the theory of needs and the theory of self-actualization. This theory argues that individuals are driven by needs and can achieve self-actualization (X4), where self-actualization is the highest level after meeting basic needs according to the hierarchy of needs (Hadori, 2015). Self-actualization is the process of becoming what a person is capable of achieving, in their potential, and becoming the best version of their unique self (Bigelow, 2024). A leader who has the principle of self-actualized refers to a leader who is highly self-aware who successfully engages followers in a collaborative effort to achieve team goals (Pieri, 2022). The principle of self-actualized leadership encourages the development of individual potential and creates a work ecosystem that respects, supports, and recognizes subordinates (Cissna, 2020). From the results of previous research stating that the principle of self-actualization in leadership has an influence on leading employees, the hypothesis proposed is as follows: Hypothesis 4: Self-Actualization has a positive and significant effect on the effectiveness of leading Gen Z employees.

Empathy (X5) is a fundamental behavior for building trust and social interaction. The principle of empathy increases job satisfaction, motivation, and creativity through the understanding and support of leaders (Kock et al., 2019). Empathy refers to the

ability to understand the feelings of others, helping leaders build trust, relationships and a healthy company culture (Pandey et al., 2023). Empathy has a broad impact on leadership effectiveness that goes through three levels of empathy, namely the leader level, the follower level and the organizational level (Zivkovic, 2022). From the results of the above research, it is stated that the principle of empathy in leadership has an influence on leading employees, the hypothesis is set as follows: Hypothesis 5: Empathy has a positive and significant effect on the effectiveness of leading Gen Z employees.

The principle of fairness (X6) refers to the commitment of leaders to support fairness, equity, and inclusion within the organizational environment (Ayanoglu & Arastaman, 2023). The concept of fairness includes equality and equal treatment of employees (Mulang, 2022). Based on the concepts of Al-'adl and al-qist, the principle of fairness guides leaders to treat all parties equally and uphold the truth in making decisions (Kamil et al., 2023). The principle of fairness ensures respectful and dignified treatment for all people. Fair leaders challenge hegemonic systems, expose injustices, and dismantle oppressive practices (Graeber M & Alkalah, 2022). From the results of previous research stating that the principle of fairness in leadership has an influence on leading employees, the proposed hypothesis can be described as follows: Hypothesis 6: Fairness has a positive and significant effect on the effectiveness in leading Gen Z employees.

The principle of responsibility (X7) emphasizes the obligation of leaders to act ethically, accountably, and in the best interests of the team and organization (Muktamar et al., 2024). Leaders must guide the team effectively and ethically and make decisions and take actions that are aligned with the organization's goals while being accountable for the results of those decisions (Aulia et al., 2024). Responsibility is a person's moral and ethical obligation to fulfill the duties, roles, or mandates given and accept the consequences of their choices or actions (Cahyani & Zahwa, 2024). The principle of responsibility emphasizes that employees must understand and adhere to organizational ethics and morals (Jumiarti, 2024). The principle of responsibility ensures leaders understand the impact of their decisions on the team, organization, employees, customers, and community in the long run (Muktamar & Yassir, 2024). From the results of the above research stating that the principle of responsibility in leadership has an influence on leading employees, the hypothesis proposed can be summarized as follows: Hypothesis 7: Responsibility has a positive and significant effect on the effectiveness of leading Gen Z employees.

This study aims to measure the influence of humanistic leadership principles on leadership effectiveness in leading Generation Z employees. Leadership effectiveness is defined as how a leader determines and evaluates ideas based on what they do for members of the organization and shows how effective their leadership is (Sari, 2012). Leadership effectiveness refers to a leader's ability to influence, guide, and mobilize individuals to achieve organizational goals. The goal of leadership effectiveness is to ensure the successful achievement of tasks, the achievement of goals on time, the active participation of subordinates, and the alignment of actual results with planned outcomes (Tampubolon, 2020). Leadership style, skills, motivation, understanding, leader behavior, organizational culture, and working conditions are some of the components of leadership effectiveness (Agazu & Debela, 2024).

## 2. RESEARCH METHOD

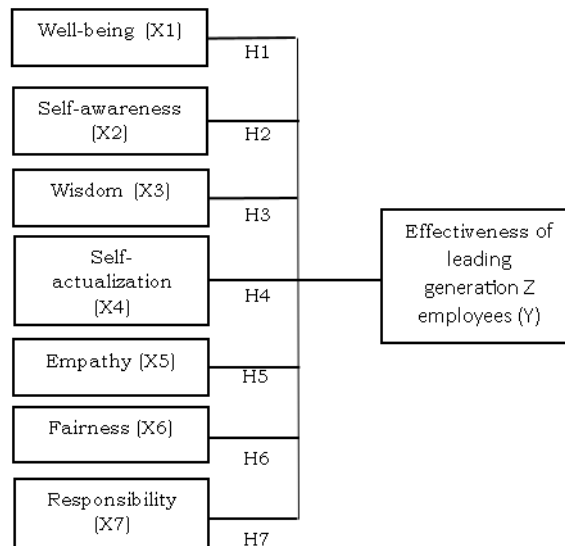


Figure 1. Thinking Framework Model  
Sources: Researcher data processing, 2024

The community decided as the population is Gen Z employees in Karanganyar. As for the sample, some Gen Z employees are domiciled in Karanganyar. The respondent criteria were 17-27 years old, had been or were interning or working, domiciled in Karanganyar. Data collection was conducted using questionnaires distributed online with a filling duration of about 5 – 10 minutes with response rates ranging from very agreeable to very disagreeable. This study applies a probability sampling method that refers to simple random sampling tactics (Sugiyono, 2019). The sample size is calculated by the Lemeshow formula:  $n = Z^2 \times p (1 - p) / d^2$ .

Description:

Z : benchmark value = 1.96

n : sample size needed

p : max estimate = 50% = 0.5

d : alpha/sampling error = 10% = 0.1

Based on the formula, a sample of gen Z employees was taken in Karanganyar with the calculation:  $n = 1.962 \times 0.5 (1 - 0.5) / 0.12 = 96.04$  samples (Jasaputra et al., 2008).

The indicators of each variable are well-being (increased productivity, benefits for mental health, positive work environment, and long-term organizational success) (Handayani et al., 2021; Wahdiniawati et al., 2024). Self-awareness (self-awareness, feedback, and leader's self-assessment) (Mardizal et al., 2023; Prastyo & Nawawi, 2023). Wisdom (long-term vision, experience, and understanding of context) (Arifin, 2023; Wan Razali et al., 2020). Self-actualization (employee development facilities, motivation to achieve goals, supportive work environment, and appreciation for individual contributions) (Bigelow, 2024; Cissna, 2020). Empathy (intelligence emotional, employee retention, and employee innovation) (Pandey et al., 2023; Zivkovic, 2022). Fairness (fair treatment of each member, stable work environment, and moral authority of the leader) (Kamil et al., 2023; Mulang, 2022). Responsibility (employee performance, organizational culture, and employee attachment) (Cahyani & Zahwa, 2024; Jumiarti, 2024). And the effectiveness of leading generation Z employees (organizational performance and growth, readiness to face challenges, follower satisfaction with leaders, organizational commitment, and motivation of inspiration) (Ali & Anwar, 2021; Lone & Lone, 2018; Luria et al., 2019).

The study utilized multiple linear regression calculations through the IBM SPSS Statistics 23 application with several tests such as test validity (valid if the correlation of  $r_{cal} > r_{table}$ ), reliability (Reliable if  $> 0.60$  Cronbach's Alpha), normality (If the significance value  $> 0.05$  hypothesis is accepted), heterokedasticity (If the sig. value  $> 0.05$  acceptance of the hypothesis), multicollinearity (The tolerance price must be  $> 0.1$  and the VIF must be  $< 10.00$  then the multicollinearity is zero), F test ( $F_{cal}$  must  $< F_{table}$  value and significance  $> 0.05$ ), T test (The value of the  $t_{cal} < t_{table}$  is also the weight of sig.  $> 0.05$ ), determination coefficient test (The value has increased by almost 100%, as a result of which the effect from the independent variable to the linked variable is also greater) (Pasaribu et al., 2022; Rodliyah, 2021; Sahir, 2021; Sihabudin et al., 2021; Suryana, 2017).

The multiple linear regression analysis with formula:  $Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \beta_6 X_6 + \beta_7 X_7 + e$

Note:

Y = Effectiveness in leading Z generation employees

$\alpha$  = Constant

$\beta$  = Regression coefficient

$X_1$  = Well-being variable

$X_2$  = Self-awareness variable

$X_3$  = Wisdom variable

$X_4$  = Self-actualization variable

$X_5$  = Empathy variable

$X_6$  = Fairness variable

$X_7$  = Responsibility variable

e = error

### 3. RESULTS AND DISCUSSIONS

The target respondents of this study are some Gen Z employees in Karanganyar Regency. Based on the results of questionnaire data processing, 135 respondents were collected from various ages, genders, sub-districts, occupations and work histories. All 135 data were used in the data processing process in this study.

Table 1. Characteristics of Responden Based on Age and Gender

Group	Subgroups	Frequency	Percentage
Age	17 – 19 years old	9	6.7%
	20 – 22 years old	61	45.2%
	23 – 25 years old	44	32.6%
	26 – 27 years old	21	15.6%
	Total	135	100.0%
Gender	Male	40	29.6%
	Female	95	70.4%
	Total	135	100.0%

*Data processed by researchers, 2025*

The data collection showed a total of 135 respondents with the majority of people aged 20-22 years old (45.2%) and dominated by female (70.4%) So it can be concluded that the people involved in this research are mostly people aged 20-22 years old and they are female.

Table 2. Respondents' Domicile Data

District	Frequency	Percentage
Jatipuro	9	6.7%
Jatioso	6	4.4%
Jumapolo	8	5.9%
Jumantono	6	4.4%

Tawangmangu	7	5.2%
Ngargoyoso	4	3.0%
Karangpandan	5	3.7%
Jaten	6	4.4%
Kebakkramat	5	3.7%
Gondangrejo	6	4.4%
Mojogedang	10	7.4%
Matesih	6	4.4%
Karanganyar	15	11.1%
Tasikmadu	22	16.3%
Kerjo	6	4.4%
Jenawi	5	3.7%
Colomadu	9	6.7%
Total	135	100.0%

*Data processed by researchers, 2025*

Sourced from the table, it is known that the majority of respondents' residences are in Tasikmadu District with a total of 22 respondents (16.3%). So it can be concluded that the majority of the people who participated in this exploration were people living in Tasikmadu District.

Table 3. Respondents' profession and work history data

Group	Subgroups	Frequency	Percentage
Profession	Student/College Student	41	30.4%
	Civil Servant	2	1.5%
	Private Company Employees	54	40.0%
	Self employed	11	8.1%
	Freelancer	10	7.4%
	Part-Time	11	8.1%
	Other	6	4.4%
	Total	135	100.0%
Work History	Currently At Work	72	53.3%
	Internship	18	13.3%
	Have Worked / Interned	45	33.3%
	Total	135	100.0%

*Data processed by researchers, 2025*

The table above shows the dominating jobs in Karanganyar Regency, namely private company employees/laborers with a frequency of 54 people (40.0%) and respondents who were working dominated 72 people (53.3%). So it is generalized that the majority of people who participate in this observation who are working and work as private company employees/laborers.

### 3.1 Validity and Reliability Test

Testing the Validity of Questions on a questionnaire can be identified as valid if they are able to show something measurable (Ghozali, 2021). Based on the SPSS data output obtained by the calculation of  $> r_{table}$  (0.168), all questions for each indicator on the variables of well-being, self-awareness, wisdom, self-actualization, empathy, fairness, responsibility and effectiveness of leading Gen Z are affirmed to be valid and suitable for use in this research. Questionnaire Reliability Testing is claimed to be reliable if the response to continuous questionnaire questions and the results of Cronbach's alpha score  $>$  a level of significance (Ghozali, 2021). The results of the data processing showed that all variables, namely well-being, self-awareness, wisdom, self-actualization, empathy, fairness, responsibility and effectiveness in leading Gen Z, resulted in a Cronbach's alpha weight of  $>$  0.60 as a result that could be used in research and could be confirmed as reliable.

Table 4. Normality Test

One sample Kolmogorov Smirnov	UResid
Asymp. Sig (2 tailed)	0,052 <sup>c</sup>
Exact Sig (2 tiled)	0,390

*Data processed by researchers, 2025*

Based on the data, the exact value of sig. (2-tailed) which is 0.390 as a result of which it is declared a residual element with a normal distribution pattern.

Table 5. heterokedasticity and multicollinearity

Model	Sig.	Tolerance	VIF
Well-being (X1)	0,882	0,302	3,311
Self-awareness (X2)	0,534	0,295	3,394
Wisdom (X3)	0,070	0,360	2,778
Self-actualization (X4)	0,173	0,243	4,120
Empathy (X5)	0,202	0,215	4,646
Fairness (X6)	0,140	0,188	5,317
Responsibility (X7)	0,446	0,317	3,153

*Data processed by researchers, 2025*

The output displays an entire variable of value sig. > 0.05 as a result, it was stated that there were no signs of heterokedasticity. Also data showed the overall value tolerance of the variables > 0.10 and VIF < 10, so that it was declared free of signs of multicollinearity.

Table 6. F Test

Model	F	Sig.
Regression Res Total	75,461	0,000 <sup>b</sup>

*Data processed by researchers, 2025*

The SPSS output above shows  $F_{cal} > F_{table}$  which is  $75.461 > 2.01$  and sig weight. that is  $0.000 < 0.005$  so that the independent variables simultaneously affect the dependent variables.

Table 7. Determination Coefficient Test

R	R Square	Adj. R Square	Std. Error of the Estimate
0,898 <sup>a</sup>	0,806	0,795	1,745

*Data processed by researchers, 2025*

The Adjusted R Square was 0.795, meaning that 79.5% indicated the ability of the variables of well-being, self-awareness, wisdom, self-actualization, empathy, fairness, and responsibility in describing the effectiveness of leading Gen Z. The remaining 20.5% was influenced by other variables beyond the scope of the study.

Table 8. T Test

Model	B	t <sub>cal</sub>	Sig.	t <sub>table</sub>	Information
Constant	1,104				
Well-being (X1)	0,112	1,130	0,261	1,978	rejected
Self-awareness (X2)	0,413	3,922	0,000	1,978	accepted
Wisdom (X3)	0,036	0,358	0,721	1,978	rejected
Self-actualization (X4)	0,332	3,282	0,001	1,978	accepted
Empathy (X5)	0,160	1,289	0,200	1,978	rejected
Fairness (X6)	0,305	2,161	0,033	1,978	accepted
Responsibility (X7)	0,099	0,853	0,395	1,978	rejected

*Data processed by researchers, 2025*

Referring to the data above, it is obtained:

$$Y = 1.104 + 0.112X_1 + 0.413X_2 + 0.036X_3 + 0.332X_4 + 0.160X_5 + 0.305X_6 + 0.099X_7 + e$$

### 3.2 Description of the results:

Well-being (X1) contains a tcal weight (1.130) < t<sub>table</sub> (1.978) as well as a sig. of 0.261 > 0.05 as a result of H<sub>0</sub> acceptance and H<sub>a</sub> rejection. The well-being variable had no effect on the leadership effectiveness of gen Z employees because it showed an insignificant value of 0.261 > 0.05. This means that well-being is not the main determining factor in the effectiveness of leading Gen Z employees. This is due to other components that are more dominant such as leadership style, communication or individual characteristics of Gen Z employees. Laras Internusa shows that welfare has no direct influence on the effectiveness of leading employees (Wulandari, 2024). The study did not show any effect of well-being on employee leadership effectiveness, so it does not match the Handayani et al. (2021) study which found that well-being is predicted to have an impact on employee leadership effectiveness. Hypothesis 1 is rejected.

Self-Awareness (X2) has a tcal weight (3.922) > t<sub>table</sub> (1.978) and sig. 0.000 < 0.05 as a result H<sub>0</sub> is rejected and H<sub>a</sub> is accepted. The self-awareness variable has been shown to affect the effectiveness of leading Gen Z employees. Simply put, the greater the self-awareness of a leader, the more effective the leader is in leading Gen Z employees. This statement reinforces that self-awareness can affect effectiveness in leading. Previous research also had a similar impact like the actions taken by Aditya et al. (2022), Prastyo & Nawawi (2023) and Syahputra, Dwi & Aslami (2023). Hypothesis 2 is accepted.

Wisdom (X3) has a tcal value (0.359) < t<sub>table</sub> (1.978) as well as a sig. of 0.721 > 0.05 as a result of the acceptance of H<sub>0</sub> and the rejection of H<sub>a</sub>. One of the reasons is that wisdom has not been internalized enough in daily leadership practices to be able to have a direct impact on effectiveness. In addition, the effectiveness of leading gen Z employees tends to be more influenced by other factors such as self-awareness, communication or understanding of the unique characteristics of gen Z. Generally, wisdom refers to a leader's ability to make the right decisions (Waedoloh et al., 2021). Research on BTPN employees of the Manado branch office by Sormin (2023) shows that not all aspects of leadership, including wisdom, are relevant to work effectiveness. This aspect does not agree with Arifin (2023), Jakubik (2021) and Siregar (2022) who stated that wisdom affects the effectiveness of leading gen Z employees. Hypothesis 3 is rejected.

Self-actualization (X4) has a tcal price (3,282) > t<sub>table</sub> (1,978) and sig. 0.001 < 0.05 as a result H<sub>0</sub> is rejected and H<sub>a</sub> is accepted. The element of self-actualization has been proven to have a positive and significant impact on the effectiveness of leading Gen Z employees. This means that the higher the level of Self-actualization of the leader, the more effective it is to lead Gen Z employees. The results of this study are in sync with the research of Oktapianingsih et al. (2024) which explores how self-management can help a person improve self-actualization which ultimately contributes to leadership effectiveness. Research on employees at SMK Bina Mandiri Multimedia by Supriatal & Mulyanto (2023) states that self-actualization is able to increase employee motivation, loyalty and integrity so that self-actualization affects the effectiveness of leading members. This is in line with the research of Cissna (2020) and Pieri (2022) who stated that Self-actualization has an impact on the effectiveness of leading employees. Hypothesis 4 is accepted.

empathy (X5) has a tcal value (1.289) < t<sub>table</sub> (1.978) and a sig. of 0.200 > 0.05 then H<sub>0</sub> is accepted and H<sub>a</sub> is rejected. The element of empathy does not result in a change in the effectiveness of leading Gen Z employees. Gen Z has unique characteristics that require a strong leadership approach, technology literacy or managerial strategy. Therefore, empathy in the absence of other supporting factors is not enough to increase the effectiveness of leadership for this generation. In general, empathy is needed to prevent unethical and repressive actions. But excessive empathy in leadership also has a

bad impact. In the study of (Holt & Marques, 2012) it has not been specifically stated that empathy has an effect or not on the effectiveness of leading employees. In an article by Whitford (2024) states that emotions and empathy can result in burnout. This signifies that empathy has no effect on the effectiveness of leading employees. Hypothesis 5 is rejected.

Fairness (X6) has a  $t_{cal}$  price (2,161) >  $t_{table}$  (1,978) and  $sig.$  0.033 < 0.05 then the rejection of  $H_0$  and the acceptance of  $H_a$ . The fairness variable has been proven to have a good effect on the effectiveness of leading Gen Z workers. This means that the fairer the leader is in decision-making, responsibility sharing, and treatment of employees, the more effective his leadership will be in leading Gen Z. Gen Z is known to value equality and integrity, and tends to give a positive response to fair leadership. This emphasizes that fairness is an important factor in realizing a work ecosystem that supports productivity and harmonious bonds between leaders and subordinates. Fairness is basically the act of responding to other individuals according to their rights and obligations. A just leader is expected to treat his followers on an equal footing with (Sumadiyah & Damanhuri, 2024). The output of this study is coherent with the study of Irpan et al. (2022) at PT. X in East Kutai Regency who revealed that fairness in leadership has a real impact on employee performance so that it is considered to function well. The statement supports the study of Graeber M & Alkalah (2022) which explains that fairness affects the effectiveness of employee leading. Hypothesis 6 is accepted.

Responsibility (X7) has a  $t_{cal}$  value of (0.853) <  $t_{table}$  (1.978) and  $sig.$  0.395 > 0.05 then  $H_0$  is accepted and  $H_a$  is rejected. The responsibility variable proved to have a positive and significant effect regarding the effectiveness of leading Gen Z employees was nil. This proves the value of responsibility is not a major factor in leadership effectiveness. Generation Z values leadership that focuses on innovation and other factors such as a collaborative approach or clarity of vision. Meanwhile, responsibility is only considered a general prerequisite of a leader without a significant impact on leadership effectiveness. Although responsibility is often associated with leadership actions such as decision-making and in the search for solutions. According to Nurhayuni et al. (2023), it is stated that responsibility does not have much effect on the effectiveness of leading employees. As a result, this is not in sync with the findings by (Aulia et al., 2024; Muktamar et al., 2024; Muktamar & Yassir, 2024) which states that responsibility affects the effectiveness of leading employees. Hypothesis 7 is rejected.

#### 4. CONCLUSION

This research was carried out in order to confirm the hypothesis that has been presented regarding the effects of humanistic leadership principles on the effectiveness of leading generation Z employees in Karanganyar Regency. The conclusion of this study stated: The welfare principle (X1) does not affect the effectiveness in leading generation Z.  $H_1$  is rejected. The principle of self-awareness (X2) affects effectiveness in leading generation Z.  $H_2$  is Accepted. The principle of wisdom (X3) does not affect effectiveness in leading generation Z.  $H_3$  is rejected. The principle of self-actualization (X4) affects effectiveness in leading the Z generation.  $H_4$  is accepted. The principle of empathy (X5) does not affect effectiveness in leading generation Z.  $H_5$  is rejected. The principle of fairness (X6) affects effectiveness in leading generation Z.  $H_6$  is accepted. The principle of responsibility (X7) does not affect the effectiveness of leading generation Z.  $H_7$  is rejected.

This research contributes to the development of humanistic leadership theories in Generation Z, helps organizations formulate more effective leadership strategies, and encourages the creation of an inclusive and empowered work environment to support individual well-being and economic growth. This research also has limitations in the geographical scope that only covers the Karanganyar area, so it is recommended that further research be carried out in a wider area and consider different analyses and

approaches such as qualitative or mixed to gain a deeper understanding of the dynamics of humanistic leadership towards Generation Z.

#### REFERENCES

- Aditya, Hafizah, & Azhmy, M. F. (2022). Pengaruh Kesadaran Diri, Kematangan Beragama dan Komunikasi Interpersonal Terhadap Komitmen Organisasi Pada PT. Bahari Anugrah Logistik Medan. *Jurnal Akuntansi, Manajemen, Dan Ilmu Ekonomi*, 493–503.
- Agazu, B. G., & Debela, K. L. (2024). Leadership Effectiveness : A Systematic Literature Review. *Library Leadership & Management*, 38(2), 1–23.
- Ali, B. J., & Anwar, G. (2021). Strategic leadership effectiveness and its influence on organizational effectiveness. *International Journal of Electrical, Electronics and Computers*, 6(2), 11–24. <https://doi.org/10.22161/eec.62.2>
- Arifin, M. (2023). Konsep Kepemimpinan Dalam Islam: Karakteristik Pemimpin Ideal Menurut Al-Quran. *Akademik: Jurnal Mahasiswa Humanis*, 3(3), 151–160. <https://doi.org/10.37481/jmh.v3i3.616>
- Aulia, R., Kurniawan, B., & Subhan, M. (2024). Implementasi Manajemen Kepemimpinan Dalam Pencapaian Tujuan Organisasi. *Journal of Student Research*, 2(1), 121–131. <https://doi.org/10.55606/jsr.v2i1.1908>
- Ayanoglu, Ç., & Arastaman, G. (2023). Social Justice Leadership in Education: What Do School Principals Do for Social Justice? *Participatory Educational Research*, 10(6), 152–174. <https://doi.org/10.17275/per.23.94.10.6>
- Bigelow, B. (2024). Self-Actualization Through Personality Psychology and Goal Setting. *The IAFOR International Conference on Education in Hawaii 2024*.
- Cahyani, M. D., & Zahwa, S. A. (2024). Tanggungjawab Pendidik Perspektif Buya Hamka. *Jurnal Pendidikan Pascasarjana Universitas Qomaruddin*, 1(2), 164–169. <https://doi.org/10.62740/jppuqg.v1i2.47>
- Cissna, K. (2020). Self-actualized leadership : exploring the intersection of inclusive leadership and workplace spirituality at a faith-based institution of higher education. *Pepperdine University*.
- Dewi, A., Andrena, K., & Hellyani, C. (2023). Gaya Kepemimpinan Ideal Untuk Generasi Z Pada Lingkungan Organisasi. *JRIME: Jurnal Riset Manajemen Dan Ekonomi*, 1(3), 102–111. <https://doi.org/10.54066/jrime-itb.v1i3.307>
- Dewi, P., & Fitrio, T. (2022). the Role of Adaptive Millennial Leadership, Organizational Culture, and Competency As a Strategy To Increase Employee Performance. *Jurnal Aplikasi Manajemen*, 20(3), 697–710. <https://doi.org/10.21776/ub.jam.2022.020.03.17>
- Dwidienawati, D., & Gandasari, D. (2018). Understanding Indonesia's generation Z. *International Journal of Engineering and Technology(UAE)*, 7(3), 250–252. <https://doi.org/10.14419/ijet.v7i3.25.17556>
- Effendi, Y. R. (2021). *Konstruksi Model Pendekatan Humanistik Kepemimpinan Kepala Humanistic Approach Model Construction of. September 2020*.
- Fu, P., Von Kimakowitz, E., Lemanski, M., & Liu, L. A. (2020). Guest editorial. *Cross Cultural and Strategic Management*, 27(4), 533–546. <https://doi.org/10.1108/CCSM-10-2020-232>
- Ghozali, I. (2021). *Aplikasi Analisis Multivariate* (10th ed.). Badan Penerbit Universitas Diponegoro.
- Graeber M, A., & Alkalah, C. (2022). *Transforming AP programming: Stories in social justice leadership*. 19(5), 1–23.
- Hadori, M. (2015). Aktualisasi-Diri (Self-Actualization); Sebuah Manifestasi Puncak Potensi Individu Berkepribadian Sehat. *Jurnal Lisan Al-Hal*, 9(2), 261–287. <https://journal.ibrahimy.ac.id/index.php/lisanalhal/article/view/92/79>
- Handayani, R., Laela, S., & Meidarti, T. (2021). *Dinas Pendidikan Kota Depok ( Analysis of Welfare and Human Resources Quality on Employees Performance At Education Office of Depok City )*. 18(01), 47–56.
- Hasnawati, Sapiri, M., & Ruslan, M. (2021). *Gaya Kepemimpinan Dan Peningkatan Kinerja*.
- Holt, S., & Marques, J. (2012). Empathy in Leadership: Appropriate or Misplaced? An Empirical Study on a Topic that is Asking for Attention. *Journal of Business Ethics*, 105(1), 95–105. <https://doi.org/10.1007/s10551-011-0951-5>
- Irpan, I., Adriansyah, M. A., & Sanjaya, A. (2022). Pengaruh Gaya Kepemimpinan Situasional dan Keadilan Interaksional Terhadap Kinerja Karyawan. *Psikoborneo: Jurnal Ilmiah Psikologi*, 10(1), 180–190. <https://doi.org/10.30872/psikoborneo.v10i1.7227>

- Jakubik, M. (2021). How can practical wisdom manifest itself in five fundamental management and leadership practices? *Vilakshan - XIMB Journal of Management*, 18(1), 3–25. <https://doi.org/10.1108/xjm-08-2020-0078>
- Jasaputra, D., Santosa, S., & Kasim, F. (2008). *Metodologi Penelitian Biomedis* (D. Jasaputra & S. Santosa, Eds.; 2nd ed.). PT. Danamartha Sejahtera Utama.
- Jumiarti. (2024). Pengaruh Budaya Organisasi dan Keterikatan karyawan terhadap Kinerja Karyawan Pada PT PLN Enjuring Jakarta. *Jurnal Manajemen Dan Administrasi Antartika*, 1(c), 103–111. <https://doi.org/https://doi.org/10.70052/juma.v1i3.472> Pengaruh
- Kamil, F., Illahi, K., Annisa, A., & Ilyas, D. (2023). Aktualisasi Prinsip-Prinsip Moderasi Beragama Dalam Kepemimpinan. *Al-Misykah: Jurnal Studi Al-Qur'an Dan Tafsir*, 4(2), 92–118. <https://doi.org/10.19109/almisykah.v4i2.19270>
- Kock, N., Mayfield, M., Mayfield, J., Sexton, S., & De La Garza, L. M. (2019). Empathetic Leadership: How Leader Emotional Support and Understanding Influences Follower Performance. *Journal of Leadership and Organizational Studies*, 26(2). <https://doi.org/10.1177/1548051818806290>
- Lone, M. A., & Lone, A. H. (2018). Does emotional intelligence predict leadership effectiveness? An exploration in non-Western Context. *South Asian Journal of Human Resources Management*, 5(1), 28–39. <https://doi.org/10.1177/2322093718766806>
- Luria, G., Kahana, A., Goldenberg, J., & Noam, Y. (2019). Leadership Development: Leadership Emergence to Leadership Effectiveness. *Small Group Research*, 50(5), 571–592. <https://doi.org/10.1177/1046496419865326>
- Mardizal, J., Handayani, E. S., Ghazali, A., Al Haddar, G., Anggriawan, F., & Arifudin, O. (2023). Model Kepemimpinan Transformational, Visioner dan Authentic Kepala Sekolah dalam Meningkatkan Mutu Pendidikan di Era 4.0. *Innovative: Journal Of Social Science Research*, 3(5), 2994–3003. <https://j-innovative.org/index.php/Innovative/article/view/5195>
- Muktamar, A., Dewi, D., Susanti, E., & Resita, R. (2024). Peran Kepemimpinan dalam Meningkatkan Kualitas Sumber Daya Manusia. *Journal Of International Multidisciplinary Research*, 2(1), 124–131. <https://journal.banjaresepacific.com/index.php/jimr>
- Muktamar, A., & Yassir, B. M. (2024). Hubungan Gaya Kepemimpinan dan Manajemen Sumber Daya Manusia. *Journal of International Multidisciplinary Research*, 2(1), 181–190.
- Mulang, H. (2022). Analysis of The Effect of Organizational Justice, Worklife Balance on Employee Engagement and Turnover Intention. *Golden Ratio of Human Resource Management*, 2(2), 86–97. <https://doi.org/10.52970/grhrm.v2i2.169>
- Nurhayuni, Syaifudin, M., & Andriani, T. (2023). Peran Kepemimpinan Dalam Membangun Tim. *Al-Mujahadah: Islamic Education Journal*, 1(1), 81–90.
- Oktapianingsih, S., Rafifah, S., & Muna, N. R. (2024). Penerapan Self Management dalam Meningkatkan Aktualisasi Diri. *Merpsy Journal*, 16(1), 40. <https://doi.org/10.22441/merpsy.v16i1.24452>
- Olifiansyah, M., Hidayat, W., Diaying, B. P., & Dzulfiqar, M. (2020). Kepemimpinan dalam Perspektif Islam. *At-Tajdid: Jurnal Pendidikan Dan Pemikiran Islam*, 4(01), 102. <https://doi.org/10.24127/att.v4i01.1205>
- Ono, K., & Ikegami, J. J. J. (2020). Mechanism of humanistic leadership for success: lessons from Konosuke Matsushita. *Cross Cultural and Strategic Management*, 27(4), 627–644. <https://doi.org/10.1108/CCSM-01-2020-0022>
- Pandey, S., Pandey, R., & Jain, S. (2023). *Impact of empathy on leadership*. 12(5), 2709–2714.
- Pasaribu, B., Herawati, A., Utomo, K., & Aji, R. (2022). Metodologi Penelitian Untuk Ekonomi dan Bisnis. In A. Muhaimin (Ed.), *UUP Academic Manajemen Perusahaan YKPN* (I). Media Edu Pustaka. [https://repository.uinjkt.ac.id/dspace/bitstream/123456789/65013/1/Metodologi Penelitian.pdf](https://repository.uinjkt.ac.id/dspace/bitstream/123456789/65013/1/Metodologi%20Penelitian.pdf)
- Permadi, A. (2019). *Kepemimpinan Kepala LKP Daun Mas Media Husada*. 2(2), 72–85.
- Pieri, J. W. (2022). Self-Actualized Leaders' Relationships With Dynamic Teams. *Nova Southeastern University*.
- Pikonja, K., Bogackiej, M., & Czop, M. (2022). *Humanistic Leadership as a New Trend in Management Studies*. December.
- Prastyo, F. A., & Nawawi, N. (2023). Prinsip Kesadaran Moral Persepsi Islam. *JISIP (Jurnal Ilmu Sosial Dan Pendidikan)*, 7(1), 413–416. <https://doi.org/10.58258/jisip.v7i1.4301>
- Rainer, P. (2023). *Sensus BPS: Saat Ini Indonesia Didominasi Oleh Gen Z*. Data Goodstats. <https://data.goodstats.id/statistic/sensus-bps-saat-ini-indonesia-didominasi-oleh-gen-z-n9kqv>

- Rashid, M., Rasli, A., Othman, M., Ismail, I., Rahim, Z., & Said, R. (2021). Exploring Predictors of Gen Z Working Environment in Malaysia: A Case Study on a Group of Private Colleges. *International Journal of Academic Research in Business and Social Sciences*, 11(3). <https://doi.org/10.6007/ijarbss/v11-i3/8985>
- Rodliyah, I. (2021). *Pengantar Dasar Statistika Dilengkapi Analisis Dengan Bantuan Software SPSS*. <http://www.lppm.unhasy.ac.id>.
- Roessler, J., Giananti, A., Roessler, J., & Soldati, G. (2024). *Perception, Knowledge, and Reflection*. 1–29.
- Sahir, S. (2021). *Metodologi Penelitian* (T. Koryati, Ed.; Cetakan I). Penerbit KBM Indonesia.
- Sari, D. P. (2012). Efektivitas Kepemimpinan Dalam Rangka Meningkatkan Komitmen Organisasi Di Pt Biro Klasifikasi Indonesia (Persero). *Jurnal BSI*, 2(1), 30–32.
- Sihabudin, Wibowo, D., Mulyono, S., Kusuma, J. W., Arofah, I., Ningsi, B. A., Saputra, E., Purwasih, R., & Syaharuddin. (2021). *Ekonomika Dasar Teori dan Praktik Berbasis SPSS*.
- Singh, A. P., & Dangmei, J. (2016). Understanding the Generation Z: the Future Workforce. *South-Asian Journal of Multidisciplinary Studies*, July.
- Siregar, N. (2022). Menentukan Model Implementasi Kebijakan dalam Menganalisis Penyelenggaraan Pelatihan Kepemimpinan Administrator. *JISOS: Jurnal Ilmu Sosial*, 1(7), 713–722. <https://bajangjournal.com/index.php/JISOS/article/view/3320/2430>
- Sormin, R. K. (2023). Pengaruh Kepemimpinan Terhadap Efektivitas Kerja Pegawai Di BTPN Kantor Cabang Manado. *Jurnal Administrasi Publik*, VIII(4), 274–281.
- Sugiyono. (2019). *Metode Penelitian Kuantitatif* (Setiyawami, Ed.; Kedua). CV Alfabeta.
- Sumadiyah, S., & Damanhuri. (2024). Keadilan Pemimpin : Analisa kualitas Hadist , Konsep dan Implementasi dalam Konteks Kepemimpinan Modern. *Al-Afkar: Journal for Islamic Studies*, 7(2), 727–741. <https://doi.org/10.31943/afkarjournal.v7i2.1094.Leadership>
- Supriatal, & Mulyanto, H. (2023). Peran Aktualisasi Diri sebagai Intervening Keteladanan dan Komunikasi Pimpinan terhadap Kinerja Pegawai. *Jurnal Manajemen Bisnis Dan Keuangan*, 4(2), 275–284. <https://doi.org/https://doi.org/10.51805/jmbk.v4i2.155> Peran
- Suryana. (2017). Metode Penelitian. *Metode Penelitian Kualitatif*, 17, 43. [http://repository.unpas.ac.id/30547/5/BAB III.pdf](http://repository.unpas.ac.id/30547/5/BAB%20III.pdf)
- Syahputra, Dwi, R., & Aslami, N. (2023). Prinsip-Prinsip Utama Manajemen George R. Terry. *Manajemen Kreatif Jurnal (MAKREJU)*, 1(3), 51–56.
- Tampubolon, M. (2020). Efektivitas Kepemimpinan Dalam Suatu Organisasi. *Majalah Ilmiah Politeknik Mandiri Bina Prestasi*, 9(1), 11–19. <https://www.politeknikmbp.ac.id/karya-ilmiah/category/56-volume-9-1.html?download=529:manner-tampubolon>
- Waedoloh, H., Purwanta, H., & Ediyono, S. (2021). Gaya Kepemimpinan dan Karakteristik Pemimpin yang Efektif. *Social, Humanities, and Educational Studies (SHEs): Conference Series*, 5(1), 144–152. <https://doi.org/10.20961/shes.v5i1.57783>
- Wahdiniawati, S. A., Lubis, F. M., Erlianti, D., Sari, V. B. M., Uhai, S., & Febrian, W. D. (2024). Keseimbangan Kehidupan Kerja: Mewujudkan Kesejahteraan Karyawan Melalui Manajemen Sdm Yang Berkelanjutan. *Jurnal Review Pendidikan Dan Pengajaran*, 7(1), 728–738. <https://journal.universitaspahlawan.ac.id/index.php/jrpp/article/view/24683>
- Wan Razali, W. M. F. A., Mohd Noor, K., Abdul Mutalib, M., & Mohd Jailani, M. R. (2020). Empat Sifat Mulia yang Utama dalam Kepemimpinan Berasaskan Qalb. *Sains Insani*, 5(2), 141–156. <https://doi.org/10.33102/sainsinsani.vol5no2.213>
- Wasiluk, A., & Tomaszuk, A. (2022). Trust in the Superior: The Opinions of Representatives of Generation Z. *Zarządzenie Zasobami Ludzkimi*, 149(6), 60–76. <https://doi.org/10.5604/01.3001.0016.2046>
- Whitford, D. (2024). *Leading with Empathy is Dangerously Overrated*. Pioneera. <https://pioneera.com/content/blog/leadership-empathy-compassion>
- Wulandari, P. (2024). Gaya Kepemimpinan Dan Kesejahteraan Karyawan Terhadap Kinerja Karyawan Melalui Komitmen Organisasi. *Journal of Science Education and Management Business*, 3(1), 102–117. <https://rcf-indonesia.org/jurnal/index.php/JOSEAMB>
- Zivkovic, S. (2022). Empathy in leadership: How it enhances effectiveness. *Diversity, Equity and Inclusion: The Essence of Organisational Well-Being*, November, 454–467. <https://www.researchgate.net/publication/360112360>