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EMPATHY, PARTICIPATORY DECISION MAKING, AND TASK DELEGATION IN STUDENT NUTRIPRENEUR TEAM EFFECTIVENESS

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Abstract

The success of student teams in developing nutripreneurship activities is determined not only by technical competence but also by leadership abilities that foster effective teamwork. This study examines the influence of empathy, participatory decision making, and task delegation on team effectiveness from the perspective of student nutripreneur leadership. A quantitative correlational approach was employed using random sampling, involving 30 students from Universitas Pembangunan Nasional "Veteran" Jakarta. Data were collected through Likert-scale questionnaires, strengthened by open-ended questions regarding students' teamwork experiences, and analyzed using Pearson correlation and multiple linear regression. The results show that empathy had a positive and significant effect on team effectiveness ($r = 0.551$; $p = 0.001$), participatory decision making demonstrated a similar positive effect ($r = 0.418$; $p = 0.011$), and task delegation showed the strongest relationship ($r = 0.565$; $p = 0.001$). Empathy was also significantly correlated with participatory decision making ($r = 0.415$; $p = 0.011$) and task delegation ($r = 0.406$; $p = 0.013$), while participatory decision making and task delegation were positively related ($r = 0.448$; $p = 0.007$). Together, these three variables accounted for 38.7% of the variance in team effectiveness (Adjusted $R^2 = 0.387$). These findings indicate that student nutripreneur leadership requires a combination of emotional, participatory, and managerial competencies to build team effectiveness. This study emphasizes that strengthening student nutripreneur leadership can be achieved through improving empathetic communication, fostering collaborative decision making, and distributing tasks based on team members' competencies.

Keywords: Empathy; Nutripreneur Leadership; Participatory Decision Making; Task Delegation; Team Effectiveness.

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Abstrak

Keberhasilan tim mahasiswa dalam mengembangkan kegiatan nutripreneur tidak hanya ditentukan oleh kompetensi teknis, tetapi juga oleh kemampuan kepemimpinan dalam membangun kerja sama tim yang efektif. Penelitian ini menganalisis pengaruh empati, pengambilan keputusan partisipatif, dan delegasi tugas terhadap efektivitas tim dari perspektif kepemimpinan nutripreneur mahasiswa. Penelitian menggunakan pendekatan kuantitatif korelasional dengan teknik random sampling terhadap 30 mahasiswa Universitas Pembangunan Nasional "Veteran" Jakarta. Pengumpulan data dilakukan melalui kuesioner Skala Likert, diperkuat pertanyaan terbuka mengenai pengalaman kerja tim mahasiswa, dan dianalisis menggunakan korelasi Pearson serta regresi linier berganda. Hasil penelitian menunjukkan bahwa empati memiliki pengaruh positif dan signifikan terhadap efektivitas tim ($r = 0,551$; $p = 0,001$), pengambilan keputusan partisipatif menunjukkan pengaruh positif serupa ($r = 0,418$; $p = 0,011$), dan delegasi tugas menunjukkan hubungan paling kuat ($r = 0,565$; $p = 0,001$). Empati juga berkorelasi signifikan dengan pengambilan keputusan partisipatif ($r = 0,415$; $p = 0,011$) dan delegasi tugas ($r = 0,406$; $p = 0,013$), sementara pengambilan keputusan partisipatif dan delegasi tugas saling berhubungan positif ($r = 0,448$; $p = 0,007$). Secara bersama-sama, ketiga variabel ini menjelaskan 38,7% varians efektivitas tim (Adjusted $R^2 = 0,387$). Temuan ini menunjukkan bahwa kepemimpinan nutripreneur mahasiswa memerlukan kombinasi kemampuan emosional, partisipatif, dan manajerial dalam membangun efektivitas tim. Penelitian ini menegaskan bahwa penguatan kepemimpinan nutripreneur mahasiswa dapat dilakukan melalui peningkatan komunikasi empatik, pengambilan keputusan yang kolaboratif, dan pembagian tugas berdasarkan kompetensi anggota tim.

Kata Kunci: Delegasi Tugas; Efektivitas Tim; Empati; Kepemimpinan Nutripreneur; Pengambilan Keputusan Partisipatif.

INTRODUCTION

In the current collaborative and competitive era, team effectiveness has become one of the primary factors in determining organizational success, including within academic and student entrepreneurial environments. Students are no longer only required to possess academic competence, but also leadership, communication, and team management skills that are adaptive to change. In this context, the concept of student nutripreneur leadership emerges as a leadership approach that is not merely oriented toward achieving outcomes, but also toward developing healthy, productive, creative, and competitive human resources. Nutripreneur leadership emphasizes the importance of student leaders' ability to manage team potential through collaborative, empathetic, and participatory approaches in order to create optimal team effectiveness.

The success of a work team does not solely depend on the technical abilities of its members, but also on the leadership strategies implemented by its leader. Leaders play a crucial role in shaping group dynamics, creating a healthy work culture, and directing team members to work productively and harmoniously. According to research conducted by Alhidayatullah et al., effective leadership is determined by a leader's ability to build interpersonal communication, delegate tasks appropriately, and involve members in the

decision making process.[1] Meanwhile, Laelawati explains that positive emotional relationships between leaders and team members can enhance work motivation, loyalty, and the effectiveness of group collaboration.[2]

One of the essential aspects of modern leadership is empathy. Empathy is part of emotional intelligence that enables leaders to understand the emotional conditions, needs, and perspectives of team members. Leaders with high levels of empathy tend to be more capable of creating a supportive work environment, reducing internal conflicts, and building positive interpersonal relationships.[3] In the context of student organizations and nutripreneur leadership, empathy serves as an important foundation for building solidarity, improving communication, and fostering an innovative work atmosphere. Empathetic leaders do not merely focus on organizational targets, but also pay attention to the psychological well-being of team members, thereby creating harmonious and productive working relationships.

In addition to empathy, participatory decision making is also an important factor in improving team effectiveness. Participatory decision making refers to a leadership style that involves team members in determining solutions, strategies, and organizational policies. This approach is considered capable of increasing members sense of belonging toward the organization because each individual feels valued and heard.[4] Research by Hendriani et al. demonstrates that democratic and transformational leadership styles that encourage active member participation in decision making positively influence team performance quality and organizational effectiveness.[5] Within student organizations, participatory leadership patterns can create an open discussion environment in which creative ideas are able to develop optimally. Another equally important factor is task delegation. Task delegation refers to the process of transferring authority and responsibility to team members according to their respective abilities and competencies. Effective delegation not only helps reduce the leader's workload, but also serves as a means of developing team members capacities.[6] Leaders who are capable of delegating tasks appropriately will create proportional work distribution, enhance members sense of responsibility, and build trust within the team. In the context of student nutripreneur leadership, task delegation is particularly important because student organizations often face resource limitations, requiring effective and efficient role distribution.

Although empathy, participatory decision making, and task delegation have significant influences on team effectiveness, studies examining the simultaneous relationship among these three variables from the perspective of student nutripreneur leadership remain relatively limited. Most previous studies have focused only on one or two variables separately without examining the interrelationship among these variables in shaping overall team effectiveness. Therefore, this research is important to analyze the influence of empathy, participatory decision making, and task delegation on team effectiveness within the perspective of student nutripreneur leadership. This study is

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[1]Alhidayatullah et al., "Pengaruh Delegasi Tugas dan Kepemimpinan terhadap Efektivitas Kerja Tim," *Jurnal Manajemen dan Organisasi*, Vol. 5, No. 2, 2024, hlm. 45.

[2]Laelawati, "Empati dalam Kepemimpinan Modern dan Pengaruhnya terhadap Kinerja Tim," *Jurnal Psikologi dan Kepemimpinan*, Vol. 3, No. 1, 2025, hlm. 28.

[3]Daniel Goleman, *Emotional Intelligence: Why It Can Matter More Than IQ* (New York: Bantam Books, 2005), hlm. 96.

[4]Stephen P. Robbins dan Timothy A. Judge, *Organizational Behavior*, 18th ed. (London: Pearson Education, 2019), hlm. 215.

[5]Hendriani et al., "Gaya Kepemimpinan Demokratis dan Efektivitas Pengambilan Keputusan Tim," *Jurnal Administrasi dan Bisnis*, Vol. 7, No. 1, 2024, hlm. 63.

[6]Alhidayatullah et al., "Strategi Delegasi dalam Meningkatkan Tanggung Jawab Anggota Tim," *Jurnal Kepemimpinan dan SDM*, Vol. 4, No. 3, 2024, hlm. 52.

expected to provide theoretical contributions to the development of student leadership studies while also serving as a practical reference for student organizations in building a more effective, collaborative, and sustainable team work culture.

From the perspective of student nutripreneur leadership, these challenges become increasingly complex because leaders are required not only to achieve organizational targets, but also to build a healthy, productive, innovative, and member-oriented work ecosystem. Nutripreneur leadership emphasizes the importance of balancing organizational goal achievement with strengthening interpersonal relationships among team members. Therefore, leaders are required to possess strong empathy, the ability to make participatory decisions, and the capability to delegate tasks effectively in order to achieve sustainable team effectiveness. However, there are still limited studies specifically examining how these three variables are interconnected within the context of student nutripreneur leadership. Most previous studies tend to investigate the effect of empathy on job satisfaction, decision making on organizational performance, or task delegation on work productivity separately.[7] In practice, however, these three aspects are interrelated and collectively shape leadership patterns that influence overall team effectiveness in student organizations.

Based on these conditions, this study seeks to explore more deeply how leaders' empathy influences student team effectiveness, how participatory decision making enhances team member involvement, and how task delegation fosters responsibility and productivity among organizational members. Furthermore, this research also aims to examine the extent to which these three variables simultaneously contribute to team effectiveness from the perspective of student nutripreneur leadership. Accordingly, this study is directed toward answering several fundamental questions: Does empathy influence team effectiveness? Can participatory decision making improve team work effectiveness? Does task delegation affect members productivity and collaboration? And how do these three variables interact in shaping team effectiveness within student nutripreneur leadership? These research questions are important to investigate in order to develop a student leadership model that is more adaptive, collaborative, and relevant to organizational needs in the modern era.

LITERATURE REVIEW

Previous studies serve as an important foundation in strengthening the theoretical and empirical arguments regarding the influence of empathy, participatory decision making, and task delegation on team effectiveness from the perspective of student nutripreneur leadership. Various prior studies have demonstrated that psychosocial and managerial factors significantly contribute to the success of teamwork and organizational performance. Research conducted by Djafri concluded that empathy has a significant influence on improving organizational cultural values through behavioral contributions, with an influence value of $p = 0.258$. These findings indicate that empathy is capable of building more positive interpersonal relationships, increasing mutual understanding among organizational members, and strengthening a collaborative work culture. In the context of student nutripreneur leadership, empathy becomes an essential element because it creates a supportive organizational environment and encourages student team effectiveness.

Furthermore, research related to decision making conducted by Halim and Akob revealed that there is a positive and significant influence between decision making style and employee performance. The study also emphasized that decision making processes must be carried out effectively and efficiently while considering potential risks in order to achieve organizational goals optimally. These findings are relevant to research on student

[7]Robbins dan Judge, *Organizational Behavior*, hlm. 221.

nutripreneur leadership because participatory decision making is one of the important factors in improving team effectiveness through member involvement in organizational discussions and policy formulation. In addition, Hanafi stated that rational decision making styles tend to be more dominant than intuitive styles, with a percentage of 76.92%, indicating a significant difference. These results demonstrate that decision making based on logical considerations and systematic analysis is more widely applied in organizations compared to approaches relying solely on intuition. Within student organizations, rational and participatory decision making patterns can support the creation of team effectiveness because the resulting decisions are more objective and acceptable to all group members.

Research on task delegation conducted by Oktarina et al. showed that task delegation has a positive and significant effect on employee performance. The better the level of delegation implemented by leaders, the better the organizational performance achieved. The study also emphasized the importance of leaders' trust in team members during the process of delegating tasks and responsibilities. This is relevant to the concept of student nutripreneur leadership, which highlights the importance of empowering organizational members through proportional task distribution based on competencies.

Similar findings were also identified in research conducted by Muttaqin, which stated that delegation of authority positively influences changes in the Management Accounting System (MAS), ultimately contributing to improved organizational performance. These findings indicate that task delegation not only affects individual work effectiveness but also impacts the organizational system as a whole. In the context of student organizations, clear and structured task delegation can help improve work coordination and strengthen team members sense of responsibility. Overall, research conducted by Zaky explained that team effectiveness and performance are influenced by both internal and external organizational factors. Internal factors include leadership, communication, and team conflict, while external factors include organizational support, resources, and the work environment. The study demonstrated that leadership and communication have the most significant positive influence on team effectiveness, whereas conflict negatively affects group performance. Therefore, effective leadership, good communication, proper conflict management, and strong collaboration are necessary to build organizational team effectiveness.

Based on the various previous studies above, it can be understood that empathy, participatory decision making, and task delegation are variables that are closely related to team effectiveness. However, studies specifically examining the relationship among these three variables within the perspective of student nutripreneur leadership remain relatively limited. Therefore, this research seeks to fill the gap in previous studies by examining how the synergy between empathy, participatory decision making, and task delegation simultaneously influences student team effectiveness.

METHOD

This study employed a quantitative approach with a correlational research design aimed at analyzing the influence of empathy, participatory decision making, and task delegation on team effectiveness from the perspective of student nutripreneur leadership. A quantitative approach was selected because it enables researchers to measure relationships among variables objectively, systematically, and structurally through numerical data obtained from research instruments. In addition, this study was supported by one open-ended question to explore qualitative data regarding respondents' experiences in student teamwork and their perspectives on the factors that most strongly influence team effectiveness within student organizations.

The object of this research was Universitas Pembangunan Nasional "Veteran" Jakarta, specifically the Pondok Labu and Limo campuses. The population of this study consisted of all active students of UPN "Veteran" Jakarta, estimated at approximately

10,000 students. This population was selected because university students represent a group actively involved in organizational activities, group work, and team leadership dynamics relevant to the concept of student nutripreneur leadership. To determine the sample size, Slovin's Formula was applied with a margin of error of 0.17. Based on this calculation, the required sample size was 35 respondents. However, only 30 respondents met the criteria and completed the questionnaire comprehensively; therefore, the final data analyzed in this study consisted of 30 respondents. The sampling technique used was random sampling, in which each member of the population had an equal opportunity to be selected as a respondent. This technique was applied without considering the respondents' study program, semester, or organizational experience, thereby allowing the sample to represent the general condition of university students.

Data collection was conducted through the distribution of questionnaires as the primary data source of the study. The questionnaire consisted of two sections:

1. Closed-ended statements using a four-point Likert scale to measure the variables of empathy (X1), participatory decision making (X2), task delegation (X3), and team effectiveness (Y).
2. Open ended questions intended to explore respondents' experiences related to student teamwork, the forms of leadership they experienced within organizations, and their perceptions regarding the factors that most significantly influence team effectiveness from the perspective of student nutripreneur leadership.

The collected data were subsequently analyzed using correlational quantitative methods to determine the relationships and influences among the research variables. The analysis was conducted to identify the extent to which empathy, participatory decision making, and task delegation contribute to student team effectiveness. Through this approach, the study is expected to provide a more comprehensive understanding of the dynamics of student nutripreneur leadership in fostering collaborative, productive, and innovative teamwork effectiveness.

FINDINGS AND DISCUSSION

Findings

This study aims to analyze the influence of empathy, participatory decision making, and task delegation on team effectiveness from the perspective of student nutripreneur leadership. The analysis was conducted on 30 active university students involved in group work activities and student organizations at Universitas Pembangunan Nasional "Veteran" Jakarta. Data were analyzed using descriptive analysis, Pearson correlation, and multiple linear regression to examine the relationships and contributions among the research variables.

Table 1. Descriptive Statistics.

Variable	Mean	Std. Deviation	N
Team Effectiveness	3.37	0.472	30
Empathy	3.19	0.524	30
Participatory Decision Making	3.42	0.324	30
Task Delegation	3.14	0.485	30

Source: Primary data, processed using SPSS (2026).

Based on a Likert scale ranging from 1 (rarely) to 4 (frequently), with four indicators for each variable and a total sample of 30 respondents, the descriptive results revealed that the Empathy variable had a mean score of 3.19 with a standard deviation of 0.524. This result indicates that the level of empathy among students in team dynamics falls into the

high category with a moderate level of data distribution. It suggests that most respondents possess the ability to understand the emotional conditions, needs, and perspectives of other team members during collaborative activities. The Participatory Decision Making variable obtained a mean score of 3.42 with a standard deviation of 0.324. These findings indicate that decision making processes within student teams tend to be participatory and consistent. The relatively low variation in this variable reflects a similarity in respondents' perceptions regarding the importance of involving team members in organizational and group decision making processes. From the perspective of student nutripreneur leadership, this condition reflects the existence of a constructive culture of discussion and deliberation in building collaborative teamwork.

Meanwhile, the Task Delegation variable achieved a mean score of 3.14 with a standard deviation of 0.485. This result indicates that the distribution of responsibilities within student teams has been implemented quite effectively, although variations in respondents' perceptions still exist. Task delegation within student organizations generally considers the competencies of team members; however, there remains room for improvement in terms of equitable responsibility distribution and work coordination. The Team Effectiveness variable, as the dependent variable, obtained a mean score of 3.37 with a standard deviation of 0.472. These findings indicate that the effectiveness of student teamwork is categorized as good. This condition suggests that most respondents perceive their teams as capable of working productively, coordinatively, and optimally in achieving group objectives. Overall, the three independent variables—Empathy (M = 3.19), Participatory Decision Making (M = 3.42), and Task Delegation (M = 3.14)—all scored above the midpoint of the measurement scale. This reflects that the condition of student teamwork from the perspective of nutripreneur leadership is sufficiently conducive to supporting increased team effectiveness. Participatory Decision Making emerged as the variable with the highest mean score and the greatest consistency, followed by Team Effectiveness (M = 3.37), which also demonstrated positive outcomes. Meanwhile, the relatively lower scores of Empathy and Task Delegation compared to the other variables indicate opportunities for further development in strengthening interpersonal relationships and the distribution of responsibilities within student teams.

The results of the Pearson correlation analysis indicate that Empathy has a positive and significant relationship with Team Effectiveness, with a correlation coefficient value of r = 0.551 and a significance level of **p < 0.001**. This finding suggests that higher levels of empathy among team members are associated with better team effectiveness among students. From the perspective of nutripreneur leadership, the ability of leaders and team members to understand each other's emotional conditions becomes an essential factor in establishing harmonious and productive collaboration. The Participatory Decision Making variable also demonstrated a positive and significant relationship with Team Effectiveness, with a correlation coefficient of r = 0.418 and p = 0.011. These findings indicate that involving members in the decision making process can improve coordination quality, foster a sense of ownership toward the organization, and enhance the effectiveness of student group performance. Through active participation, the decisions produced tend to be more widely accepted and collectively implemented.

Table 2. Correlation Matrix Between Research Variables.

Variable	Team Effectiveness	Empathy	Participatory Decision Making	Task Delegation
Team Effectiveness	1.000	0.551	0.418	0.565
Empathy	0.551	1.000	0.415	0.406

Participatory Decision Making	0.418	0.415	1.000	0.448
Task Delegation	0.565	0.406	0.448	1.000

Significance (1-tailed): Team Effectiveness–Empathy p < 0.001; Team Effectiveness–Participatory Decision Making p = 0.011; Team Effectiveness–Task Delegation p < 0.001; Empathy–Participatory Decision Making p = 0.011; Empathy–Task Delegation p = 0.013; Participatory Decision Making–Task Delegation p = 0.007. N = 30 for all variables.
Source: Primary data, processed using SPSS (2026).

Furthermore, Task Delegation demonstrated a fairly strong positive relationship with Team Effectiveness, with a correlation coefficient of r = 0.565 and **p < 0.001**. This result indicates that clear, proportional, and competency-based task distribution contributes significantly to improving the effectiveness of student teamwork. In student nutripreneur leadership, task delegation plays an important role in creating a responsible and productive work culture. In addition to the relationships with the dependent variable, the analysis also revealed significant relationships among the independent variables. Empathy and Participatory Decision Making showed a positive relationship with a correlation value of r = 0.415 and p = 0.011. This finding indicates that teams with strong interpersonal relationships tend to implement more participatory and open decision making patterns. A positive relationship was also identified between Empathy and Task Delegation, with a correlation value of r = 0.406 and p = 0.013, suggesting that higher levels of empathy support fairer and more structured task distribution. Meanwhile, Participatory Decision Making and Task Delegation demonstrated a positive relationship of r = 0.448 and p = 0.007. This finding indicates that deliberative decision making processes are associated with more effective responsibility distribution within student teams. Thus, the three independent variables in this study not only individually influence team effectiveness but also mutually reinforce one another in building productive group dynamics.

The results of the multiple linear regression analysis are presented in Table 3.

Table 3. Model Summary of Multiple Linear Regression

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	0.671[a]	0.451	0.387	0.370	2.288

a. Predictors: (Constant), Task Delegation, Empathy, Participatory Decision Making
b. Dependent Variable: Team Effectiveness
Source: Primary data, processed using SPSS (2026).

The correlation coefficient (R) value of 0.671 indicates a relatively strong relationship between Empathy, Participatory Decision Making, and Task Delegation on Team Effectiveness from the perspective of student nutripreneur leadership. The R Square value of 0.451 indicates that 45.1% of the variation in student team effectiveness can be explained by the three independent variables examined in this study. Meanwhile, the Adjusted R Square value of 0.387 indicates that after adjustment based on the number of variables and sample size, the model still explains 38.7% of the variation in team effectiveness. The remaining variance is influenced by other factors outside the scope of this research, such as organizational communication, work culture, individual motivation, and other leadership styles.

The standard error of estimate of 0.370 indicates that the level of deviation between the observed data and the regression line is relatively low, suggesting that the prediction model used in this study is reasonably robust. In addition, the Durbin-Watson value of 2.288 indicates that there is no residual autocorrelation problem within the regression

model. Therefore, the regression model employed in this study is considered appropriate for analyzing the influence of empathy, participatory decision making, and task delegation on team effectiveness from the perspective of student nutripreneur leadership. Overall, the findings of this study demonstrate that empathy, participatory decision making, and task delegation are essential components in developing effective student teams. These three variables are interconnected and collectively form a collaborative, adaptive, and productive nutripreneur leadership pattern within the dynamics of student organizations.

Discussion

A. The Influence of Empathy on Team Effectiveness from the Perspective of Student Nutripreneur Leadership

The results of the study indicate that the empathy variable obtained a mean score of 3.19 with a standard deviation of 0.524. This value demonstrates that the level of empathy within student organizational dynamics is relatively high. In addition, the Pearson correlation analysis revealed a positive and significant relationship between empathy and team effectiveness, with a correlation value of r = 0.551 and p = 0.001. These findings suggest that the higher the level of empathy possessed by team members and leaders, the higher the effectiveness of the team in carrying out tasks and achieving organizational goals. From the perspective of student nutripreneur leadership, empathy becomes an essential element because leadership is not only oriented toward work outcomes, but also toward the ability to build healthy and productive interpersonal relationships. Leaders with high empathy tend to better understand the emotional needs of team members, provide psychological support, and create a comfortable and open working environment. Such conditions contribute to increasing members motivation to collaborate and fulfill group responsibilities. These findings are consistent with the emotional intelligence theory proposed by Goleman, which states that empathy is the ability to understand the emotions of others and can improve the quality of social relationships as well as group work effectiveness.[8]

In the context of student organizations, empathy helps team members become more open to differing opinions, reduces interpersonal conflict, and strengthens group solidarity. The qualitative data obtained from open ended questions further support these findings. Most respondents stated that forms of empathy frequently practiced within the team included actively listening to colleagues' opinions, providing support when members experienced difficulties, and maintaining positive communication throughout the group work process. Several respondents also mentioned that they attempted to understand the conditions of other members before giving criticism or making certain decisions.

According to Hairina et al., empathy manifested through concrete actions such as active listening and emotional support can increase members comfort in collaboration, thereby strengthening team effectiveness.[9] Furthermore, Fitrawati et al. explained that empathic communication can foster mutual trust and increase member participation within groups.[10] Therefore, empathy functions not only as an individual emotional capability but also as a leadership strategy in creating effective student teams. Thus, the results of this study indicate that empathy has an important contribution to team effectiveness from the perspective of student nutripreneur leadership. Empathy is capable

[8]Daniel Goleman, *Emotional Intelligence: Why It Can Matter More Than IQ* (New York: Bantam Books, 2005), hlm. 96.

[9]Hairina et al., "Empati Fungsional dan Dinamika Kerja Tim," *Jurnal Psikologi Terapan*, Vol. 5, No. 1, 2023, hlm. 44

[10] Fitrawati et al., "Komunikasi Empatik dalam Kelompok Kerja," *Jurnal Pendidikan dan Organisasi*, Vol. 6, No. 2, 2024, hlm. 81.

of fostering more harmonious interpersonal relationships, thereby creating an organizational environment that supports collaboration, innovation, and team productivity.

Muhammad et al. further explained that decision making styles may take rational, intuitive, social, incremental, or normative forms depending on organizational situations and needs.[11] In this study, the majority of respondents demonstrated a tendency to use participatory and democratic decision making styles through group discussions. This finding is supported by the open ended responses, which showed that most respondents were accustomed to conducting group discussions before making collective decisions. Some respondents stated that they engaged in deliberation until consensus was reached, while others explained that voting was used when significant differences of opinion emerged. These practices indicate that a culture of participation has developed within student organizations, enabling each member to feel equally entitled to express ideas and opinions.

These findings are in line with the research conducted by Hendriani et al., which stated that participatory leadership styles can improve member commitment and organizational decision quality.[12] Halim and Akob also explained that effective decision making directly influences organizational and team performance improvement.[13] Therefore, participatory decision making becomes an important strategy for sustainably improving student team effectiveness. In conclusion, participatory decision making has a positive influence on team effectiveness from the perspective of student nutripreneur leadership. Member involvement in the decision making process can create better coordination, increase responsibility, and strengthen collaborative culture within student organizations.

B. The Influence of Task Delegation on Team Effectiveness from the Perspective of Student Nutripreneur Leadership

The task delegation variable obtained a mean score of 3.14 with a standard deviation of 0.485. Although this variable had the lowest average score compared to the other variables, the result still indicates that task delegation practices within student organizations have been implemented relatively well. The Pearson correlation analysis showed a positive and significant relationship between task delegation and team effectiveness, with a value of $r = 0.565$ and $p = 0.001$. These findings suggest that the more effective the distribution of tasks within the team, the higher the effectiveness of student group performance. From the perspective of student nutripreneur leadership, task delegation plays an important role in creating a productive and responsible work culture. Delegation is not merely understood as the distribution of work, but also as a form of empowering organizational members to develop their skills, self-confidence, and responsibility in carrying out assigned tasks. Leaders who are capable of delegating effectively can create more efficient work distribution and improve coordination among team members.

According to Fariz, delegation is the process of transferring authority and responsibility to team members to perform specific tasks according to their capabilities.[14] Setyanto et al. also explained that effective delegation can increase work motivation,

[11]Muhammad et al., "Manajemen dan Pengambilan Keputusan Organisasi", (Yogyakarta: Deepublish, 2023), hlm. 63.

[12]Hendriani et al., "Kepemimpinan Partisipatif dan Efektivitas Tim," *Jurnal Administrasi dan Bisnis*, Vol. 7, No. 1, 2024, hlm. 67.

[13]Halim dan Akob, "Pengaruh Pengambilan Keputusan terhadap Efektivitas Organisasi," *Jurnal Manajemen dan Kepemimpinan*, Vol. 3, No. 2, 2022, hlm. 58.

[14]Fariz, Manajemen Organisasi dan Delegasi Wewenang, (Jakarta: Kencana, 2017), hlm.88.

productivity, and overall organizational effectiveness.[15] In this study, most respondents stated that task distribution had been conducted individually based on group agreements. However, several respondents also revealed that task allocation had not fully considered the abilities and capacities of each team member. These findings indicate that task delegation practices within student organizations still require improvement, particularly in terms of responsibility distribution and task adjustment based on members competencies. According to Jusdienar et al., clear and structured delegation can increase member involvement and strengthen team work effectiveness.[16] Therefore, within student nutripreneur leadership, task delegation should be implemented fairly, systematically, and based on members competencies in order to generate more optimal impacts on team effectiveness.

Thus, the results of this study indicate that task delegation has an important influence on student team effectiveness. Effective delegation can clarify member responsibilities, improve work productivity, and strengthen coordination and collaboration within student organizations.

C. The Relationship Between Empathy, Participatory Decision Making, and Task Delegation on Team Effectiveness from the Perspective of Student Nutripreneur Leadership

The results of the study indicate that empathy, participatory decision making, and task delegation are interrelated variables in shaping student team effectiveness. Empathy showed a positive relationship with participatory decision making ($r = 0.415$, $p = 0.011$), indicating that team members with higher levels of empathy tend to be more open to group discussions and deliberative processes. Empathy also demonstrated a positive relationship with task delegation ($r = 0.406$, $p = 0.013$), suggesting that individuals with greater emotional sensitivity are more capable of distributing tasks fairly and according to team members conditions. Meanwhile, the positive relationship between participatory decision making and task delegation ($r = 0.448$, $p = 0.007$) indicates that deliberative organizational processes support the effectiveness of role and responsibility distribution among team members. From the perspective of student nutripreneur leadership, these three variables create a synergy that supports the establishment of effective teams. Empathy functions to strengthen interpersonal relationships and emotional communication among members, participatory decision making increases member involvement within the organization, while task delegation clarifies work responsibilities and enhances group productivity.

Qualitative data revealed that several respondents were accustomed to listening to other members opinions before determining task distribution or making group decisions. Some respondents also stated that they preferred asking about the difficulties experienced by members before giving criticism or making decisions regarding work outcomes. This indicates that empathy serves as an important foundation in building participatory and collaborative leadership practices. These findings are consistent with the theory proposed by Robbins and Judge, which emphasizes the importance of psychological factors, communication, and work structure in building organizational team effectiveness.[17]

Furthermore, the Team Effectiveness model developed by Kozlowski and Ilgen explains that team effectiveness is influenced by a combination of interpersonal factors,

[15]Setyanto et al., "Delegasi Tugas dalam Organisasi Modern," *Jurnal Administrasi dan Manajemen*, Vol. 6, No. 1, 2024, hlm. 41.

[16]Jusdienar et al., "Delegasi Wewenang dan Produktivitas Tim," *Jurnal Manajemen SDM*, Vol. 5, No. 3, 2024, hlm. 85.

[17]Stephen P. Robbins dan Timothy A. Judge, *Organizational Behavior*, 18th ed. (London: Pearson Education, 2019), hlm. 229.

collaborative processes, and clear role distribution within work groups.[18] Therefore, it can be concluded that team effectiveness from the perspective of student nutripreneur leadership is influenced by the interrelationship between empathy, participatory decision making, and task delegation. These three variables not only individually affect team effectiveness, but also reinforce one another in shaping a collaborative, innovative, and productive organizational culture among students.

CONCLUSION

This study set out to examine the influence of empathy, participatory decision making, and task delegation on team effectiveness from the perspective of student nutripreneur leadership. The findings confirm that all three variables exert a positive and significant influence on team effectiveness, demonstrating that successful student teamwork depends not only on members' technical abilities but also on the quality of interpersonal relationships, communication patterns, and leadership strategies within student organizations. Beyond their individual effects, the three variables were also found to be interrelated, reinforcing one another in shaping a comprehensive and collaborative form of student team effectiveness: empathy strengthens interpersonal communication, participatory decision making enhances member involvement, and task delegation clarifies responsibility and coordination.

Qualitative findings further revealed that while students generally demonstrated empathetic attitudes and openness in group discussions, task delegation practices were not yet fully optimized, as task distribution did not always account for individual competencies or balanced workload. This suggests that student nutripreneur leadership still has room for improvement, particularly in team management and the equitable distribution of responsibilities.

Based on these findings, this study recommends that student organizations strengthen empathetic communication skills, cultivate a participatory discussion culture, and implement a more structured, competency-based task delegation system. Through such efforts, the synergy between the psychosocial and managerial dimensions of student nutripreneur leadership can function more optimally, fostering teams that are collaborative, innovative, productive, and competitive.

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