

MAPPING THE CHARACTER OF STUDENT LEADERSHIP THROUGH PROJECT-BASED LEARNING IN THE INDONESIAN DRAMA STUDY COURSE: GOLEMAN-STARRATT-PJBL INTEGRATIVE APPROACH

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Abstract

Higher education acts as a leadership incubator through structured character development. We evaluated the effectiveness of Project-Based Learning (PjBL) in the Indonesian Drama Studies course. The subject of the study is 31 students of class 3A semester 3 of the Indonesian Language and Literature Education Study Program, Universitas Singaperbangsa Karawang. We used a descriptive qualitative approach with the help of the Briskteaching AI model to map student reflection patterns. The study integrates three theoretical frameworks: Goleman's emotional intelligence for the affective-relational dimension, Starratt's leadership predisposition for the analytical-strategic dimension, as well as the managerial-operational indicators of PjBL. The findings show a mapping of 19 leadership indicators into four levels of consistency. The data reveal performance disparities: affective-relational and operational indicators achieve a high level of consistency (Communication 92%; Team Time Management 90%), while analytical-strategic indicators (Rejecting the Status Quo, 44%) show low consistency. These results confirm the effectiveness of PjBL in fostering the affective-relational leadership dimension, as well as identifying developmental mismatches in the analytical-strategic dimension of early year students. The implications of this study emphasize the need for a gradual scaffolding strategy in the PjBL-based character education curriculum to balance the development of leadership competencies of early-level students.

Keywords: leadership character; PjBL; Indonesian Drama Studies; emotional intelligence; A Student's Perspective

Abstrak

Pendidikan tinggi berperan sebagai inkubator kepemimpinan melalui pengembangan karakter terstruktur. Peneliti mengevaluasi efektivitas Pembelajaran Berbasis Proyek (PjBL) pada mata kuliah Kajian Drama Indonesia. Subjek penelitian adalah 31 mahasiswa kelas 3A semester 3 Program Studi Pendidikan Bahasa dan Sastra Indonesia, Universitas Singaperbangsa Karawang. Peneliti menggunakan pendekatan kualitatif deskriptif dengan bantuan model AI Briskteaching untuk memetakan pola refleksi mahasiswa. Studi ini mengintegrasikan tiga kerangka teoretis: kecerdasan emosional Goleman untuk dimensi afektif-relasional, predisposisi kepemimpinan Starratt untuk dimensi analitis-strategis, serta indikator manajerial-operasional PjBL. Temuan menunjukkan pemetaan 19 indikator kepemimpinan ke dalam empat tingkat konsistensi. Data mengungkapkan disparitas kinerja: indikator afektif-relasional dan operasional mencapai tingkat konsistensi tinggi (Komunikasi 92%; Manajemen Waktu Tim 90%), sementara indikator analitis-strategis (Menolak

Status Quo, 44%) menunjukkan konsistensi rendah. Hasil ini mengonfirmasi efektivitas PjBL dalam menumbuhkan dimensi kepemimpinan afektif-relasional, sekaligus mengidentifikasi developmental mismatch pada dimensi analitis-strategis mahasiswa tingkat awal. Implikasi penelitian ini menekankan perlunya strategi scaffolding bertahap dalam kurikulum pendidikan karakter berbasis PjBL untuk menyeimbangkan pengembangan kompetensi kepemimpinan mahasiswa tingkat awal.

Kata Kunci: karakter kepemimpinan; PjBL; Kajian Drama Indonesia; kecerdasan emosional; perspektif mahasiswa

INTRODUCTION

Higher education serves as a transformative institution that instills discipline and social responsibility (Verma, 2025). Academic leadership is not just a structural position; Leadership is a value developed through campus cultural interaction (Ismawati et al., 2013). The mission of national education demands the development of leadership character. Colleges facilitate structured learning spaces. This environment integrates the dimensions of values, interpersonal relationships, and technical skills.

Leadership integrates value management and emotional intelligence (EI). Starratt defines leadership as “management by meaning and by values” (Starratt, 2003). Leaders articulate the vision and mission of the organization. Moral activity goes beyond short-term operational targets. Goleman defines EI as an essential competency that includes four components: self-awareness, self-management, empathy, and social skills (Maheshwaran et al., 2018).

The literature covers three main methodologies. First, the efficacy of PjBL. Meta-analysis by Rehman et al. proved a consistent improvement in student performance with a large effect size ($d+ = 0.652$) in 70 articles between 2010 and 2023 (Rehman et al., 2024). Zelenyi et al. proved a significant improvement in the leadership score of the experimental group after the implementation of PjBL (Зелений et al., 2025). Dewi proved that PjBL in the Independent Curriculum optimizes the Pancasila Student Profile through the stimulation of motivation and 4C competencies (collaboration, communication, critical thinking, creative thinking) (Dewi, 2022). Second, the role of drama in character development and leadership. Türkan proves improved communication and confidence through creative drama in 36 first-year students (Türkan, 2025).

The integration of Goleman and Starratt frameworks requires empirical validation in the context of Project-Based Learning (PjBL) of the Indonesian Drama Studies course. The literature reports the success of PjBL in increasing creativity and collaboration. The literature rarely analyses the gap between operational competence (time management) and strategic competence (long-term thinking). This phenomenon is related to *self-authorship*, which is the internal capacity of students in constructing worldviews and interpersonal relationships (Bauger et al., 2020). Without a mature *self-authorship* capacity, students fail to navigate complex organizational structures, leading to low performance on strategic leadership indicators. This research fills the gap through mapping 19 leadership indicators at four levels of consistency in class 3A of the Indonesian Language and Literature Education Study Program, Universitas Singaperbangsa Karawang.

Indonesian Drama Studies provides a structured pedagogical environment. Through PjBL, students not only learn drama theory but also practice professional team management and collaboration (Handayani et al., 2023). On our feet *staging* converts the concept of abstract drama into a concrete empirical experience that demands real leadership (Cranston & Kusanovich, 2014). This study validates the integration of Goleman and Starratt to explain the development of student leadership in drama projects.

This study evaluates the effectiveness of PjBL in mapping leadership through the integration of the Goleman and Starratt frameworks. The researchers identified the consistency profiles of 19 indicators through qualitative analysis using Briskteaching AI. The researcher analysed the role of developmental mismatch on performance disparities in affective-relational and analytical-strategic dimensions. This study answers the following research questions, the extent to which PjBL in the Indonesian Drama Study facilitates the internalization of 19 leadership indicators? (Goleman dan Starratt) How is the consistency of the 19 indicators distributed in the student leadership performance profile? Is there a developmental mismatch between the achievement of analytical-strategic (Starratt) and affective-relational (Goleman) indicators in first-year students?

This study integrates three theoretical frameworks to analyse the character of student leadership in PjBL: Goleman (affective-relational), Starratt (analytical-

strategic), and the managerial-operational dimension of PjBL. Goleman defines emotional intelligence (EI) as an individual's essential competency that directs behaviour, attitudes, and navigation of social demands. This emotional literacy includes four main constructs: self-awareness (honestly recognizing feelings, self-strengths, and limitations); mood management (dealing with anxiety, anger, and sadness so as not to interfere with performance); empathy (understanding the feelings of others and taking their perspective); and social skills or “relationship art” that rely on the maturity of self-management skills (MacCann et al., 2019).

The researcher formulated ten indicators of affective-relational leadership. The researcher evaluated it through the reflection of Indonesian Drama Studies students:

Table 1. Leadership indicators

No.	Indicator	Construct Goleman
1	Interpersonal Communication	Social Skills
2	Empathy	Empathy
3	Personal Responsibility	Social Skills
4	Self-Awareness	Self-Awareness
5	Openness	Self-Awareness
6	Understanding Emotional Patterns	Self-Awareness
7	Mood Management	Mood Management
8	Stress Management	Mood Management
9	Self-Acceptance	Self-Awareness
10	Personal Decision Making	Mood Management

Determination of 10 indicators of intrapersonal and interpersonal competence that can be observed through narrative reflection and class discussions.

The researcher also conceptualizes leadership as a moral activity through *management by meaning and by values*. Leaders articulate visions, missions, and myths for the sociopolitical community. Leadership integrates substantive rationality (essential goals) beyond instrumental rationality (short-term goals).

The researcher identified six predispositions of leaders from the Starratt conception to be tested in students, (1) Emphasizing Vision and Values (the ability to formulate and communicate organizational direction based on collective meaning); (2) Long-Term Thinking (connecting operational details with strategic objectives beyond a single project cycle); (3) Reaching Out to Parties Outside the Jurisdiction (building networks with audiences or parties outside the organization's direct scope); (4)

Looking Beyond the Organizational Unit (paying attention to the impact and dynamics outside the unit where the leader works); (5) Political Skills (navigating the dynamics of power and influence in a collective context); (6) Rejecting the Status Quo (initiating procedural changes when the existing way of working is no longer adequate).

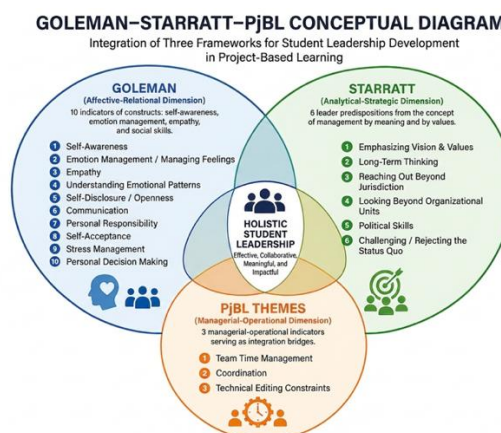
These six predispositions require mature *self-authorship*. Leaders evaluate and challenge the existing order. This predisposition shows low validity in novice subjects; This instrument optimizes evaluation for experienced practitioners. Different from the macro conceptual framework, the theme of PjBL is an operational construct. This construct is inductively derived from the challenge of digital staging production. The three PjBL indicators used are, (1) Team Time Management (coordination of schedules, time buffers, and production deadlines); (2) Coordination (structured communication system and distribution of roles among members); (3) Technical Limitations of Editing (mitigation of audio interference, synchronization, and device redundancy).

The PjBL indicator maps operational needs between the Goleman and Starratt frameworks. This indicator is *managerial-operational*. PjBL integrates the affective-relational dimension with analytical-strategic capacity. The researcher applied this indicator as an empirical bridge to measure team competence.

The integration of these three frameworks fills the analytical gaps of their respective models. Goleman captures *the affective-relational* dimension (self-awareness, empathy, social ability) (Goleman, 1995). Without this framework, student achievement is reduced to technical skills. Starratt tests *analytical-strategic* achievements (vision, long-term thinking, political skills). PjBL operationalizes leadership capacity in real projects (Rehman et al., 2024; Suriaman et al., 2024). Analysis without these three dimensions results in data distortions: simplification of leadership achievements or untested assumptions of strategic capacity. This approach adopts the *Emotionally Intelligent Leadership framework* which requires a combination of emotional capacity, values, and processes (Allen et al., 2012). This integration strengthens the theory of *self-authorship* in Indonesian Drama Studies, which validates the development of leadership capacity through autonomy and self-reflection.

The researchers anticipate overlap between frameworks. The Goleman Communication Indicator represents Coordination Capacity (PjBL) or Political Skill (Starratt) when used for role negotiation. The researcher addresses this overlap

through three mechanisms, (1) The researcher operationalizes the indicators through specific qualitative triggers (e.g., Communication for Goleman is focused on the expression of feelings in reflection, while Coordination for PjBL is focused on the communication structure of production); (2) The researcher performs a three-layer verification (see Methods) that differentiates labels based on qualitative triggers, not just keywords; (3) The researcher designed a mapping table that contains the Theory Source column explicitly so that the overlap can be traced and confirmed empirically. This approach maintains theoretical coherence while ensuring the empirical distinction of each indicator. Here is the conceptual diagram of Goleman–Starratt–PjBL:



Picture 1. Conceptual diagram of Goleman–Starratt–PjBL integration

The ontological position of each framework is based on the image above.

Table 2. Leadership indicators

No	Framework	Dimensions	Properties of the Indicator	Achievement Rate in Undergraduate Students
1	Goleman	Affective-relational	Intrapersonal and interpersonal	Height
2	Starratt	Strategic analytics	Macro-organizational	Low (correlation with self-authorship maturity)
3	Tema PjBL	Managerial-Operational	Operational-productive	Height

Description of the relationship between concepts, (1) Goleman and PjBL models show correspondence on the axis of Coordination Communication ↔; (2) Starratt and PjBL models show correspondence on the axis of Long-Term Thinking ↔ Team Time Management; (3) Goleman and Starratt's models show correspondence on the axes of Personal Decision Making of ↔ Political Skills; Personal decisions are converted into

collective political decisions. The researchers mapped 19 indicators into four levels of consistency. The Goleman and PjBL indicators dominate the high level of consistency; Starratt indicators occupy a low level of consistency.

RESEARCH METHODS

This study applies a qualitative descriptive method for student experience analysis. Participatory observation and written reflection were used to evaluate the dynamics of leadership skills in the project. The research subjects included 31 students (Class 3A, Indonesian Language and Literature Education Study Program, Universitas Singaperbangsa Karawang; 2025/2026). The population includes all participants of the Indonesian Drama Studies course. This study uses purposive sampling. The inclusion criteria require completion of a project-based learning cycle to ensure an in-depth reflective experience (Paraskevas & Saunders, 2012). Participants fill out a post-activity open-ended questionnaire to minimize bias from other learning activities.

The researchers evaluated the data using the Briskteaching AI model (Analyze Student Reflections, loveable.dev). The analysis maps the qualitative pattern of student reflection as well as transcripts of class discussions against the RAISE framework. The researcher adheres to the research ethics protocol. All participants provide *written informed consent*. The participant's identity is anonymized through a numerical code. The researcher uploaded the reflection data to the Briskteaching server through an institutional account with a data processing agreement in accordance with data protection guidelines. The researcher ensured that there was no conflict of interest. Researchers and lecturers maintain control over the interpretation of findings; AI output serves as an initial thematic classification tool (Bano et al., 2024).

The next step, the researcher applies *the open-ended thematic probing* method to convert student narratives into measurable leadership indicators. Three variants *of the prompt* are applied consistently: (1) *Prompt* identification of leadership themes on individual reflection: "identify leadership themes from these reflections and classify them into indicators of communication, empathy, time management, coordination, or technical limitations; include short quotes that are qualitative triggers for each indicator"; (2) *Prompt synthesis* of aggregate challenge patterns of class discussions: "make a summary of the patterns of challenges and strengths that are most often

mentioned by students in class; group based on leadership dimensions and provide examples of student expressions that are triggers”; and (3) *Prompt* triangulation of theory-based implicit themes: “analysis of this reflection narrative to find leadership indicators that do not appear explicitly; explain which indicators are closest to the perspective of the leadership literature (such as Starratt or Goleman), and indicate specific sentences or phrases in the text that imply those indicators”. The iteration of commands is done in two levels. The initial iteration tested three *prompts* on the first five reflections to validate the theme. A per-document iteration reprocesses each reflection to ensure data consistency.

The illustrative proportions (92% Communication, 44% Rejecting the Status Quo) represent an estimate of a qualitative pattern, not a purely statistical distribution (Maxwell, 2010). This value was derived from the integration of two data sources: (a) the frequency of occurrence of indicators in reflection fragments of students who passed manual verification; and (b) the aggregate results of Briskteaching’s AI thematic classification from class discussion transcripts. The *denominator* includes 31 students (recurring thematic motif) or the number of verified text fragments per indicator (specific thematic motif).

The researcher applied a classification formula of four levels of consistency with the following thresholds, (1) Very Consistent ($\geq 85\%$): Indicators with high frequency (appeared in $\geq 85\%$ of students or as dominant memorable experiences); (2) Consistent (70–84%): Indicators that emerge as a class challenge or key theme with a frequency of $n \geq 3$; (3) Fairly Consistent (55–69%): Indicators associated with a specific strategy (frequency $n = 2-3$); (4) Less Consistent ($\leq 54\%$): Indicators with general or singular statements ($n = 1$). The researcher sets a threshold based on the distribution of heavily-tailed data (Jiang, 2012). The high-frequency indicator proves the core competence of PjBL; the low indicator indicates the development gap. The researcher uses *scale coding* (dimensionalization) to measure thematic intensity, not just a rough count (Castro et al., 2010).

The researcher implemented a three-layer verification protocol. The first layer involves cross-examining the thematic classification of Briskteaching AI against Starratt and Goleman's leadership indicators. Fragments pass verification if they contain leadership expressions according to constructs and qualitative triggers.

Fragments do not pass if: (1) they contain keywords without leadership substance; (2) qualitative triggers are not found (hallucinations); or (3) the indicator label is not aligned with the theoretical construct. Corrective procedures include: removal of fragments, revision of labels, or reclassification of field notes.

The second layer: the lecturer in Indonesian Drama Studies verifies the summary of the class discussion to ensure the accuracy of the representation of dynamics (Busetto et al., 2020). Third layer: we implement partial IRR on 15% of the corpus (60–70 fragments). The audit involved *member checking* with 6 participants (19% of the total subjects) to confirm the accuracy of the classification (Birt et al., 2016; Kornbluh, 2015). Here's a summary table of verification.

Table 3. Fragment Verification Summary

No.	Category	Number of Fragments	Percentage
1	Total fragments of AI classification	~460	100%
2	Pass verification without revision	~370	~80%
3	Label revision	~55	~12%
4	Reclassification: field records	~20	~4%
5	Elimination (noise/hallucination)	~15	~3%

Resource constraints hinder the implementation of full-blind dual-coding across the corpus (Douffet, 2021). Triangulation of three layers and partial IRR serve as internal audit compensation mechanisms. Further research will implement blind coding on representative samples to enable quantitative IRR coefficient reporting.

RESULTS AND DISCUSSION

Results

The data maps 19 leadership indicators into four levels of consistency of student responses to PjBL in the Indonesian Drama Study. This indicator refers to three theoretical frameworks. The analysis used two data sources: (a) reflection texts of 31 students; and (b) transcripts of discussions through AI Briskteaching. The distribution of illustrative proportions shows the dominance of operational and affective-relational competencies in the project cycle.

Tabel 4. Leadership indicator mapping matrix

No	Indicator	Theoretical Source	Propose	Tier	Dominant Qualitative Evidence
1	Communication	Goleman	92%	Very Consistent	Implementation of routine discussions and collaborative manuscript reviews.
2	Team Time Management	PjBL Theme	90%	Very Consistent	Graded schedule with time buffer.
3	Coordination	Tema PjBL	88%	Very Consistent	Deploy structured communication systems (Student Reflection Analysis, 2025)
4	Technical Limitations	PjBL Theme	86%	Very Consistent	Device redundancy (multi-laptop) (3A PBL Monitor Aktivitas Boost_ Refleksi Pembelajaran Project Based Learning Pada Mata Kuliah Kajian Drama 3A.Pdf, n.d.)
5	Empathy	Goleman	82%	Consistent	Intragroup emotional support.
6	Personal Responsibility	Goleman	80%	Consistent	Role commitment and time management.
7	Self-Awareness	Goleman	80%	Consistent	Self-identification of technical limitations.
8	Openness	Goleman	76%	Consistent	Honesty, emotional reflection.
9	Understanding Emotional Patterns	Goleman	74%	Consistent	Mapping of repetitive strengths and weaknesses.
10	Emphasis on Vision and Values	Starratt	72%	Consistent	Creativity and flexible collaboration.
11	Mood Management	Goleman	70%	Consistent	Mitigation of frustration through team solidarity.
12	Long-Term Thinking	Starratt	66%	Quite Consistent	Technical planning and management.

13	Reaching Out to Outsiders	Starratt	62%	Quite Consistent	Digital documentation for a wide audience.
14	Stress Management	Goleman	60%	Quite Consistent	Incremental scheduling optimization for load mitigation.
15	Self-Acceptance	Goleman	58%	Quite Consistent	Process validation under facility limitations (Wiyono et al., 2024).
16	Decision Making	Goleman	52%	Less Consistent	Ad hoc technical implementation (device redundancy).
17	Looking Beyond the Unit	Starratt	48%	Less Consistent	Kohesi tim produksi secara sistemik
18	Political Skills	Starratt	46%	Less Consistent	Compliance with the director's instructions.
19	Rejecting the Status Quo	Starratt	44%	Less Consistent	Work procedure update efforts.

The Highly Consistent Rate ($\geq 85\%$) includes four indicators: Communication (92%), Team Time Management (90%), Coordination (88%), and Technical Limitations of Editing (86%). These four indicators dominate the challenges of digital production. The integration of PjBL operational indicators with Goleman's interpersonal dimension proves that PjBL functions as a managerial bridge.

The Consistent Level (70–84%) consists of seven indicators: Empathy (82%), Personal Responsibility (80%), Self-Awareness (80%), Self-Openness (76%), Understanding Emotional Patterns (74%), Emphasis on Vision and Values (72%), and Feelings Management (70%). Six indicators come from Goleman's affective-relational dimension. The Vision and Value Emphasis Indicator (Starratt) proves the capacity of collective vision articulation to reach maturity.

Fairly Consistent Rates (55–69%) include four indicators: Long-Term Thinking (66%), Reaching Out to Parties Outside the Jurisdiction (62%), Stress Management (60%), and Self-Acceptance (58%). The data prove a decrease in consistency in indicators based on external perspective expansion (Starratt and Goleman dimensions).

The Less Consistent Rate ($\leq 54\%$) includes four indicators: Personal Decision-Making (52%), Looking Beyond Organizational Units (48%), Political Skills (46%), and Rejecting *the status quo* (44%). Three indicators come from Starratt's predisposition. The concentration of low scores on the analytical-strategic dimension of Starratt attests to a significant gap in the leadership profile of entry-level students.

The data confirmed that 58% (11/19) of the indicators achieved a high level of consistency (4 very consistent, 7 consistent). Students show very consistent adaptation in the operational and communication dimensions. Affective-relational abilities consistently support the dynamics of group work. In contrast, analytical-strategic indicators show lower consistency, signalling critical gaps evaluated in the Discussion section. Students effectively mitigate operational constraints through concrete strategies: the use of parallel production devices, the standardization of time management, and self-directed technical training.

Tabel 5. Evaluation of Capabilities against Theoretical Frameworks

No	Dimension Ability	Evidence of Findings	Relation to Theory
1	Management of Meaning and Value	Collective creativity and flexible collaboration optimize core production efficiency.	Starratt: Management by meaning and values (managing the meaning of the institution).
2	Role Integration to Production	Technical coordination integrates project components as operational foundations.	Starratt: Long-term thinking (connecting details to goals).
3	Empathy and Relationships	Team solidarity significantly mitigates production bottlenecks.	Goleman: <i>Social competence</i> (understanding others).
4	Mood Management	The team's support optimizes anxiety regulation during the production cycle.	Goleman: Emotional literacy (managing anxiety/frustration).
5	Resistance and Criticism	The team implements work procedure updates.	Starratt: Rejecting the status quo as a form of moral courage.
6	Visi dan Nilai	The "learn by doing" model demonstrates a measurable increase in team effectiveness.	Starratt: Leaders help define the meaning of work.

Discussion

Empirical data prove the discrepancy between analytical-strategic leadership demands and the cognitive development stage of third-semester students. The data confirms the phenomenon of *developmental mismatch*. Starratt's analytical-strategic indicators show low consistency compared to Goleman's affective-relational dimensions.

Starratt defines leadership as "management by meaning and by values" (Starratt, 2010). This definition demands that leaders articulate the meaning of work for members, clients, and sociopolitical communities. The six mapped predispositions assume the individual has reached a stage of *self-authorship* or cognitive assessment autonomy.

Self-authorship is defined as the ability to generate one's own view of the world, oneself, and relationships with others. Psychologically, this is a shift in the capacity of meaning from outside the self (following the external formula) to the self. Third-semester students are in the following formulas or crossroads phase (Creamer & Laughlin, 2005). Students are dependent on external authorities and have not been able to navigate complex social-cognitive systems. The data shows that only a small percentage of students achieve *full self-authorship* during their studies. Low scores on the indicators 'Reject the Status Quo' (44%) or 'Political Skills' (46%) in Table 1 are an artifact of the measurement framework, not the absence of leadership.

The performance of students in Goleman's affective-relational dimension shows alignment with the current stage of development. Emotional intelligence includes self-awareness, emotion management, and empathy. These skills, Communication (92%), Empathy (82%), and Personal Responsibility (80%), dominate the Consistent level in Table 1. These intrapersonal and interpersonal competencies develop through direct social interaction in the educational environment. The study of Indonesian Drama as a drama course provides an ideal space for the process through narratives and role scenarios (Kilgour & Kaplan, 2011). Staging projects serve as a bridge for students to practice self-management, collaboration, and empathy in real team dynamics without having to bear the burden of strategic leadership authority that they have not fully mastered (Cranston & Kusanovich, 2014).

Based on field data, it refutes the assumption that students are not able to lead. Students effectively mitigate operational constraints through concrete strategies: the use of parallel production devices, the standardization of time management, and self-directed technical training. These initiatives represent adaptive “operational resistance”. Students formulate improvement strategies such as structured schedules, adding time buffers, and using stable applications. This implementation demonstrates the basic management functions that precede strategic leadership (Shariff et al., 2013). The researcher evaluated third-semester students using Starratt's analytical-strategic indicators. The researcher mapped advanced competencies in the transitional development phase.

The data further refutes the hypothesis of a lack of student capacity or a less challenging project. This argument shows a bias in the recommendations of PjBL. The *developmental mismatch model* explains the negative correlation between analytical-strategic indicators and data consistency. This model does not assume an inequality in the distribution of student capacity.

The data proves the effectiveness of PjBL in stimulating leadership according to the development stage of the subject, not an instant transformation into a strategic leader. The data identifies the integration of creative and collaborative values. This integration is the foundation for the development of self-authorship. The integration of the Goleman, Starratt, and PjBL frameworks proves the effectiveness of PjBL as an operational bridge. Students apply ethical and strategic frameworks in real-life situations, even if they are limited in developmental cognitive capacity.

CONCLUSION

The researcher mapped the development of student leadership character through the integration of Goleman's emotional intelligence framework (affective-relational), Starratt predisposition (analytical-strategic), and PjBL operational indicators. Based on the mapping of 19 leadership indicators into four levels of consistency, five main conclusions can be drawn:

The findings show a pattern of measurable consistency. PjBL's operational indicators reached the level of Very Consistent ($\geq 85\%$): Team Time Management (90%), Coordination (88%), and Technical Limitations of Editing (86%). The data

proves the role of students as project executors. Goleman's affective-relational indicators reached the level of Consistent (70–84%): Empathy (82%), and the level of Very Consistent ($\geq 85\%$): Communication (92%). Starratt's analytical-strategic indicators show low consistency, except for the Emphasis on Vision and Values (72%).

The researchers identified significant gaps in Starratt's analytical-strategic dimensions: Rejecting the status quo (44%), Political Skills (46%), and Looking Beyond Organizational Units (48%). A low score indicates that the internalization of *management by meaning and by values* is not optimal. These competencies demand navigation of advanced power dynamics that go beyond operational tasks.

These findings have practical implications. Lecturers must implement a gradual scaffolding strategy that balances affective and analytical dimensions. Pre-project sessions facilitate organizational structure analysis, stakeholder mapping, and negotiation simulation. The mechanism of PjBL can be replicated in other courses. Interventions should focus on the composition of milestones to support knowledge development (Miller & Krajcik, 2019).

Follow-up research should test the generalization of *single-site findings*. The researcher proposed two directions of research: (a) a longitudinal study across semesters that tracked 19 indicators to determine the accumulated analytical experience of students; and (b) *a multi-site design* to test the coherence of PjBL. *Quasi-experimental studies* are needed to validate the pedagogical contribution of PjBL. The researcher suggests a comparison of PjBL results to the control group.

The researcher implemented the integration of the Goleman, Starratt, and PjBL (Project-Based Learning) frameworks as *an operational blueprint*. This method shows empirical alignment with *the theory of Emotionally Intelligent Leadership* (EIL). The study had limitations: *single-site* and *single-cohort design*; potential bias of the researcher's dual role as a lecturer; and the absence of *a leadership baseline*. Future research will be required to measure the persistence of differentiation patterns in experienced students. The researcher evaluated the effectiveness of PjBL through external stakeholders. This evaluation determines the replicability of the Goleman–Starratt–PjBL integration.

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