



Charismatic Leadership Effects of Teachers in Fostering Graduate Quality of Senior High School

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ARTICLE INFO

Keywords:

Leadership charismatic, teachers, the quality of graduates.

Article History:

Received

2022-05-24

Received in revised form

2022-06-25

Accepted

2022-08-05

DOI: 10.22146/jlo.74872

ABSTRACT

Introduction/Main Objectives: The purpose of the study is to explore the effects of charismatic leadership teachers in fostering the quality of graduates. **Background Problems:** Has been determined from 20 teachers who became respondents, not all teachers establish a close relationship and have an appeal that can affect the learners in the form of thoughts, feelings and behavior in the form of new characters and have the competencies required for entrenched in daily life. Such as the ability of teachers in teaching, guiding and being an example for students. This will be the power of charisma itself which is considered good by students. **Novelty:** Character formation is carried out by teachers through refraction in behaving such as greetings or *salam* when meeting teachers, discipline, and following school rules. The importance of developing a closeness teachers and learners emotionally so that the effect on the formation of character and competence of the learners can be achieved. **Research Methods:** The method used is literature study by analyzing the various articles related to the focus of the research. Data collection use documentation study with the analysis of the data through the data collection, data reduction, and conclusion making. **Finding/Results:** The results of the study (1) The charismatic teacher can be felt by students if the teacher can provide a good example in educating, teaching and guiding students. The effect of charismatic leadership can develop a sense of trust and a strong bond between students and teachers without terms for shaping the character of the new positive to be better, (2) With the example given by the teacher, students will follow the character habituation formed by the teacher. Learners with a vengeance because of his loyalty dare to do the formation of behavior and increase the competence for the needs of his life in the present and future, (3) In addition to setting an example for students, teachers also provide continuous motivation to inspire students' enthusiasm in learning and foster good character for students. Motivate learners to have the ideals that are higher and greater ability to achieve these ideals. **Conclusion:** Teachers who have integrity, hard work, respect and accountability will be emulated by the students as the effect of charismatic leadership.

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1. Introduction

Charismatic leadership is the ability of the individual using the privileges possessed to influence the thoughts, feelings and behavior of others as well as inflicting a sense of awe that other people's belief to follow what is delivered the person (Karim, Mansir, et al., 2020; Lussier & Achua, 2016). Teacher himself is a leader that can show the great influence of the learners in a change in behavior and competence so that the charisma attached to a teacher become an important part that must be realized by each teacher.

Based on the observation of charismatic teacher leadership that the 20 teachers who became respondents, generally not all teachers have the proximity to lure students in the aspects of thoughts, feelings and behavior in the conduct of changes in behavior and competence consistently and entrenchedly (Skinner et al., 2008). Teachers in fulfilling their tasks by knowledge transfer and knowledge sharing (Karim & Hartati, 2020; Saripudin & Rosari, 2019). Teachers move knowledge to the learners are then used in accordance with the needs, such as understanding the text, and do the task. In upper secondary education teachers exchange knowledge with learners to improve thoughts and ideas. The teacher's task in transferring knowledge and knowledge is an indicator of the weight of the teacher's burden in educating and guiding students. The second task of the teacher is able to stop lesson in the classroom when the lesson finishes (Andina, 2018).

The teacher is a role model of the students which can inspire for everything delivered and done by teachers. Learners generally put a great trust to the teacher in different things. Teachers serve as role models for academic,

social, and spiritual (Muslimah et al., 2021; Sutisna et al., 2019). Teachers are often used as role models for students in behavior, manners and other characters that can be imitated. The character and charismatic teacher is usually used as a reference for students in achieving their goals in the future. The confidence of students to teachers can be used to motivate and inspire, to achieve the goals, to change the behavior of even to improve the competence. Teachers should have distinctive form of grace of charisma to influence the learners become better in many ways. Charisma is a gift that is Divinely inspired (Karim, Purnomo, et al., 2020; Lussier & Achua, 2016; Sa'ad, 2017; Sujudi & Komariah, 2020). Charisma is the ability to inspire and captivate an audience that is obtained not by exercise (Lussier & Achua, 2016; Sa'ad, 2017). Charisma arise because of righteousness on the principle of his life on the right path (Ajan et al., 2018; Sa'ad, 2017).

The charisma of the teacher is the part that should be attached to each of the teachers in terms of personal qualities whether they are in the spiritual, academic and normative order, not just teachers of Islamic Religious Education. Charisma teacher arises from the ability of the spiritual high that obtained for the transcendent with the approach of the Divine through fertilization spiritual aspects (Karim & Afnan, 2020; Sa'ad, 2017). In the Islamic perspective cultivates the spiritual aspects of which can be done by turning on the third part of the night by qiyamun lail, read the Quran and pray for the pious people, including students, run each of the sunnah-the sunnah from the Prophet, peace be upon him. Solutions to make on the normative order become a part of the alignment of

personal qualities (Boudreau et al., 1999; Purnomo et al., 2020).

The efforts of the coaching teacher to have personal quality and alignment with the normative order into parts that should be pursued. Re-doing mindset gradually to become a charismatic leader in a school is not impossible. With the awareness that the teacher can cultivate the spiritual aspects and set the normative order consistently, with the hope of emerging specialty in a transcendent effect on motivating the learners to follow the changes to become better (Gavin, 2002; Karim, 2016).

The teacher is a professional educator who serves to guide the learners to gain understanding, and educate so noble and training to acquire specific skills so that it becomes a human-grade (Ajan et al., 2018; A. M. M. Amin & Othma, 2019; Lubis & Anggraeni, 2019; Rahim et al., 2020). Teachers have a noble duty to educate learners to be more knowledgeable, more moral, and have the ability to overcome the problem of his life (N. L. Ahmad & Majid, 2018; Ajan et al., 2018; Badrasawi, 2019; Irham & Basith, 2018; Khareng et al., 2020; Muslimah et al., 2021; Noorlizawati & Lee, 2021; Sa'ad, 2017; Sutisna et al., 2019). With science and morals that the teacher should be able to affect the learners, to be able to bring up the potential ability, to be actual ability which is processed through learning activities. Like a farmer who planted the seeds, nurture plants will be able to pluck the result.

The teacher serves as a watchdog, entertainers, reminders, invites and lights a lamp for learners at school and at home (Hussin, 2019; Khareng et al., 2020; Muslimah et al., 2021). Run the noble task of not only rely on academic ability, but also

strength of the spiritual become an important part to bring up the charisma as a teacher (Karim & Hartati, 2020; Sa'ad, 2017). Teachers build closeness with the learners can even treat learners like treating himself (Hussin, 2019; Irham & Basith, 2018; Khareng et al., 2020; Sa'ad, 2017).

The teacher as a role model for students which in Javanese means "*digugu* and *ditiru*" has a major impact in realizing the competencies and aspirations of students so that the charisma of a teacher will usually be seen from the style and delivery of the teacher in teaching. Charismatic leadership teachers can realize the vision that built its competence. That vision is the master guide to run the task as a leader in the school. The process of charismatic leadership is done through a process of interactive and dynamic affect other people so inspire and motivate to get the expected results (Karim, Faiz, et al., 2020; Khareng et al., 2020). Charismatic leadership embodied by teachers have an effect on the confidence of students - to change behavior and improve the competence, loyalty and responsibility as well as motivation to achieve her goals (M. Amin, 2017; Karim et al., 2019; Lussier & Achua, 2016).

The quality of graduates is a product of an educational institution which includes character and competence (Irham & Basith, 2018; Newton, 2016). The quality of the graduates not only need to be stimulated through intra-curricular, extra-curricular activity, habituation, which is done by the teacher, but also to build closeness with the learners so that they have an effect on the improvement of the character and competence. This study was conducted to determine the effect of charismatic teacher leadership in fostering the quality of

graduates at senior high school which is based on the contribution of teachers in educating, guiding and teaching students who become role models for students in their daily life behavior. However, in reality in schools, it turns out that not all teacher examples are used as references for students in shaping character. This is due to the lack of motivation of students in getting used to good behavior and self-discipline to achieve their dreams.

Research on charismatic leadership has been conducted by Eldasisca Dwapatesty, Nurhizrah Gistituati, dan Rusdinal (2021) which explains that charismatic leadership has a relationship with teacher performance motivation. Other researchers, Lilah Holilah, Rhini Fatmasari, and Tita Rosita (2021) have also investigated the Influence of Charismatic Leadership and Teacher Personality Competence on Teacher Work Discipline.

Based on the issues above, the problem formulated is how charismatic teacher leadership can have an impact on the character of students so that it can improve the quality of graduates in senior high school?

The purpose of this study was to explore the influence of teacher charismatic leadership in fostering the quality of graduates. This study aims to explore how the emergence of a sense of trust and a strong bond of learners to teachers, loyalty to do changes in behavior and competence, and motivation to achieve the goals. The results of the previous research generally examines the charismatic leadership in senior high schools and the leadership of the charismatic teachers in educational institutions. The benefits of this research are divided into two, namely theoretical benefits and practical benefits.

Theoretical benefits illustrate that this research can be used as a reference in the study of character education of students who are influenced by the charismatic leadership of the teacher. While the practical benefit is that this research can be used as an example of practice for teachers in secondary schools in fostering the quality of graduates and shaping the character of students. A novelty in this research is the importance of developing a closeness teachers and learners emotionally so that the effect on the formation of character and competence of the learners can be achieved. Consequently, the data needed in this research are (1) data of beliefs and Strong Bond Learners, (2) data of loyalty And responsibility of students, and (3) data of the motivation to achieve goals, which are will discussed in this paper.

2. Method, Data, and Analysis

The object in this research is to exploring the effects of charismatic leadership teachers in fostering the quality of graduates with the three essential data these are data of beliefs and Strong Bond Learners, the loyalty and responsibility of students, and the motivation to achieve goals. The method used is literature study to find the data of the object. the literature study means a method of collecting data by conducting studies and interpretations of various literature sources (Freebody, 2004) in the form of books, journals, notes, or reports related to the theme of the research conducted (Hartati et al., 2021). The literature study is a kind of qualitative. The qualitative research type, namely research based on efforts to construct a detailed view of the object of research, formed using words, a holistic and complex picture (Creswell,

2012; J Moleong, 2007) (Moleong, 2007; Creswell, 2009). Researchers collected data in the form of articles about the leadership of the charismatic teacher with the collection of data through the editing process; re-checking the alignment of the data with the focus of the research, organizing; organizing the required data, the finding (Abawi, 2013; Karim et al., 2017); doing further analysis based on the results of organizing by using the principles, theories and methods so that the conclusions obtained (Guthrie, 2014). Data analysis was done through content analysis and discusses in depth a written information from various sources in order to obtain a conclusion (Oberhuber & Maurer, 2015). Data collected was carried out by means of credibility, transferability, dependability, and confirm-ability (Fikriyah et al., 2021; Haradhan Mohajan, 2018; Karim, 2015).

3. Result and Discussion

The various information that has been analyzed and fulfilled the validation stage, the author can present some of the data as follows:

3.1 Develop Beliefs and Strong Bond Learners To Change Behavior And Improve the competence of critical thinking

Belief is the psychological state of the indicated individual in believing something. The conviction arises from a belief in what he believes is the truth. In the context of education, the teacher is a figure that students believe in aspects of his thoughts, his words, even his behavior. The teacher is seen the figure as a role model and emulate in their daily life both in the academic, social and spiritual. The teacher becomes a magnet for learners in every movement. Individual

beliefs in doing something related to the efficacy of yourself (T. B. T. Ahmad et al., 2018; Gartika et al., 2021; Syaifudin, 2018). The efficacy of the self is the ability of an individual to do something he believes in.

The teacher's obedience in carrying out the religious teachings adopted is always used as an example by the students. This The observance of an obedience to teachers in carrying the teachings of religion, shows the attitude of tolerant and keep strong bond life that is entrenched into a noble example for students. The behavior of greeting when meeting students and colleagues, showing concern social in a variety of forms, and caring for the environment in various forms become a magnet for the learners to do the same thing. The way teachers respect and value the learners in the learning process and peers at school and in the community, the behavior of mutual help and help, not to impose the will of the students and colleagues as well as maintain harmony in a school that look in the eyes of the learners into energy to change the behavior of religious students to be better.

The observance of and obedience to teachers to discipline which includes discipline, dress and behave at school and in the community that manifest in the daily life consistently and continuously become a role model for students on aspects of the discipline. Learners without conditions can be affected to do the same thing by showing discipline.

This research was conducted for all teachers in the school, both senior and junior teachers or new teachers. This is done to determine the characteristics of teacher leadership in educating, teaching and guiding students. The attitude of the strong establishment of the indicated teachers with

tasks profession on time, teach with passion and never give up facing each of the characteristics of learners shows the behavior of resilient teachers in carrying out their duties as educators in schools and in the community. This can be an example that can be emulated learners to show toughness in completing each task of the school, the spirit of the finish and go on to study as well as not easily despair facing various trials. Do not perform actions that make learners or peers feel uncomfortable even in the form of verbal even they have their own impression in the eyes of the learners. Respond to any questions and feedback in the process of learning with the language of manners are forms of compassion shown by the teacher to the learners. This effect on the learners have the confidence to do the same thing to the other. Give coaching with good advice to students regardless of talent and intelligence appeal sense are recognized and become the main attraction for learners. This gives the impression of meaningful and elicits admiration in the minds of the learners. There is the same impulse to cultivate a sense of compassion toward fellow friends and the environment.

The effect of charismatic leadership teachers not only have implications on the belief change and behavior of the learners include religious, disciplined, tough and affection, but the increase of competence include communication, collaboration, creative and critical thinking into the important effects of charismatic leadership teacher. The achievement of academic teachers through education, research and devotion became a source of inspiration for learners for example in improving their competence. Academic performance of teachers through education further studies

influence the way of thinking of students to continue their studies. The ability of teachers to communicate effectively done through delivery and reception of ideas, thoughts and knowledge both orally and in writing in the form of innovative work has implications for the beliefs of learners to increase their competence. The ability of teachers to collaborate with peers, educators, learners, and organization outside the school consistently and continuously visible by students, adding to a sense of pride for them so that there is a desire to be fun for social as well as indicated by the teacher.

The data of skills teachers verified by several researcher that they said identify the problem, analyze the problem and give examples of solving problems creatively concludes with sharing activities with mind mapping in the learning process into something memorable for students to think critically (Andriani & Supiah, 2021; Mutiara, 2021; Selvia et al., 2020). Until there is a desire in the future when it becomes the same figure, wants to teach the same as that indicated by the teacher. How to teacher solve problem who is embodied in a paper that is published into the belief of the learners to improve the competence of critical thinking.

The data about the model problem solving learning that teachers use can stimulate learners to improve competence is done to provide an opportunity for measuring the breadth to students to solve the problem in accordance with the strategy (Rofiqah et al., 2020; Selvia et al., 2020). This learning model also have an impact on the skills of information literacy, reasoning adaptive students and have the ability to cope with problems in daily life (Gani et al., 2021; Handayani & Louise, 2019; Muin et al.,

2018). The use of this learning model can foster the confidence to improve their competence.

Skills to find a new idea shown in the process of learning inspire students to show their creativity in their daily lives. The skill of the teacher in presenting learning with variations in the development of learning methods, media and learning strategy into an attractive way can be emulated by other teachers and learners in improving innovation in the learning process.

3.2 Loyalty And Responsibility of Students

The data shows that the loyalty teachers implement learning activities in the classroom starting from the opening activity, this activity up to cover consistently and continuously shows a form of loyalty towards learners. Giving guidance for remedial and enrichment in a unique way according to the interests and talents of students without knowing the weak become the part of loyalty teacher to students. The way thus becomes its own impression for learners to be able to show his loyalty to the other aspects in carrying responsibilities. Otherwise, the data shows that the awareness of the teacher to bear all the risk of the job is indicated with carrying out the work as an educator, mentor, and coach without prompting the head of the school entrenchedly in the intra-curricular and extra-curricular activities is a manifestation of the responsibility of the teacher in carrying out the task. Behavior bores all the risk that is seen by students to be the behavior that can be imitated in homework and house chores without having to be told to parents or teachers but appear with his consciousness. The data loyalty and awareness above is in line with several other reviewers that that teacher loyalty had a significant effect on

teacher performance (Firmiana & Nida, 2015). Other researcher data said the quality of teacher commitment can determine the quality in educating, guiding, and teaching (Jannah, 2014). The work discipline and employee loyalty simultaneously have a significant and significant effect on employee performance (Rowen, 2017). The principal leadership style and teacher discipline have a significant relationship with teacher loyalty awareness (Noha Lazulva Aminin, 2021).

3.3 Motivation To Achieve Goals

The data about motivation shows that the ability of teachers to teach in the classroom with the spirit, can greet students warmly, does not skip the learning process with the task-the task is entrenched part of the behavior of the motivation to perform his duties as a teacher. Such behavior becomes learners lighter to have the motivation to carry out learning in school and at home even the drive to achieve goals.

The ability of teachers to motivate students in the learning process becomes an important part for motivation for the learners so that they can foster the learning achievement (Abdullah et al., 2016; Fahri & Isa, 2018). Motivation can cultivate the seriousness of carrying out the task, show a spirit of cooperation and have the confidence to achieve the purpose of which it is influenced by the efficacy teacher himself (T. B. T. Ahmad et al., 2018; Ismail & Mohamad, 2019). The efficacy of the self-play role to bring up the ability of the individual to carry out a task (Fahri & Isa, 2018; Handayani & Louise, 2019). Such is the case with the students, the motivation that appears is based on the efficacy of self-learners.

3.4 Discussion

Based on the results of the research above, it is explained that the discussion of

the effects of charismatic teacher leadership in fostering the quality of graduates is as follows, (1) the charismatic teacher can be felt by students if the teacher can set a good example in educating, teaching and guiding students such as getting used to greetings or say hello when meeting, discipline the presence of students and obey school rules. The effect of charismatic leadership can develop a sense of trust and a strong bond between students and teachers without terms for shaping the character of the new positive to be better, (2) With the example given by the teacher, students will follow the character habituation formed by the teacher. learners with a vengeance because of his loyalty dare to do the formation of behavior and increase the competence for the needs of his life in the present and future, (3) In addition to setting an example for students, teachers also provide continuous motivation to inspire students' enthusiasm in learning and foster good character for students. Motivate learners to have the ideals that are higher and greater ability to achieve these ideals.

4. Conclusion and Suggestion

Based on the results of the research and discussion above, it can be concluded that the leadership of charismatic teachers has a major impact in fostering the quality of graduates. This can be seen from the example exemplified by the teacher in behaving with courtesy, discipline, and obedience to school rules. In addition, charismatic teachers always motivate students to learn continuously so that their enthusiasm for learning is maintained and they can achieve their goals as expected. The leadership of the charismatic teacher is the ability to affect the learners with the use of a distinctive form of

the allure that is the grace that owned by the teacher so that the effect on confidence, strong bond, loyalty and responsibility as well as the motivation of learners to achieve the aspired. The suggestion from this results is the head of the school to carry out activities leadership coaching involves teachers and education personnel to improve professional ability and personality that drive the teacher ideas, and creativity have a positive effect on the quality of graduates.

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