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by Chusnul Muali

Submission date: 23-Jul-2023 08:33PM (UTC-0700)

Submission ID: 2135806097

File name: Improving_Teacher_Work.pdf (349.54K)

Word count: 6987

Character count: 37926



4 Improving Teacher Work Discipline in *Madrasah* Through Charismatic Leadership

Chusnul Muali¹, Ridwan², Huda³, Abdul Rozaq Akbar⁴

¹Ibtidaiyah *Madrasah* Teacher Education Department, Universitas Nurul Jadid, Probolinggo, East Java, Indonesia

^{2,3}Early Childhood Islamic Education Department, Universitas Islam Negeri Sulthan Thaha Saifuddin, Jambi, Indonesia

⁴Islamic Educational Management Department, Universitas Nurul Jadid, Probolinggo, East Java, Indonesia

Email : chusnulmuali@unuja.ac.id¹, iwan.jumbe@gmail.com², hudaquzwain@gmail.com³, rozaq04042000@gmail.com⁴

22 DOI: <http://doi.org/10.33650/al-tanzim.v6i1.3302>

Received: January 2022

Accepted: February 2022

Published: March 2022

Abstract: 4

This paper describes the charismatic principal in improving teacher work discipline in pesantren-based *madrasah*. Teacher work discipline is quite essential because departing from the work discipline of the teacher, and it can also be seen how the process and quality in the institution. This research takes place at *Madrasah Aliyah* Nurul Jadid Paiton, which incidentally is a pesantren-based *madrasah*. This study aims to contribute ideas guidelines for *madrasah* principals in improving work discipline. This research uses a qualitative case study approach. The informants included the head of the *madrasah*, deputy head, organizational builder, waka curriculum, waka student, teacher, and the student of *Madrasah Aliyah* Nurul Jadid Paiton, through purposive sampling. The data analysis uses Miles and Huberman's concepts, namely data reduction, data presentation, and conclusions or data verification. The research results obtained include; 1) A strong personality aura that is respected as one that affects the discipline of the teacher's work; 2) Being responsible for the main tasks and positions becomes the teacher's consideration for discipline; 3) Visionary in compiling and innovating about the future direction of the *madrasah*; and 4) Becoming an example in all aspects for their subordinates in the discipline.

Keywords: Charismatic Leadership, Teacher Work Discipline, Principal

Abstrak:

Tulisan ini menjelaskan tentang kepala sekolah yang karismatik dalam meningkatkan disiplin kerja guru di madrasah berbasis pesantren. Disiplin kerja guru merupakan suatu hal yang cukup penting, karena berangkat dari kedisiplinan kerja guru tersebut juga dapat dilihat bagaimana proses serta kualitas di lembaga tersebut. Penelitian ini bertempat di Madrasah Aliyah Nurul Jadid Paiton yang notabeneanya merupakan madrasah yang berbasis pesantren. Tujuan dari penelitian ini ialah sebagai sumbangan pemikir, pedoman bagi kepala madrasah dalam meningkatkan kedisiplinan kerja. Penelitian ini menggunakan pendekatan kualitatif jenis studi kasus. Informan didalamnya ialah kepala madrasah, wakil kepala, pembina organisasi, waka kurikulum, waka kesiswaan, guru dan salah satu murid Madrasah Aliyah Nurul Jadid Paiton, melalui purposive sampling. Analisis datanya menggunakan konsep milik Miles dan Huberman yakni reduksi data, penyajian

data dan kesimpulan atau verifikasi data. Adapun hasil penelitian yang diperoleh diantaranya; 1) Aura kepribadian yang kuat yakni disegani menjadi salah satu yang berpengaruh terhadap kedisiplinan kerja guru; 2) Bertanggung Jawab terhadap tupoksi dan jabatan menjadi pertimbangan guru untuk disiplin; 3) Visioner dalam menyusun serta berinovasi mengenai arah madrasah ke depan; dan 4) Menjadi Teladan dalam segala aspek bagi bawahannya dalam disiplin.

Kata Kunci: *Kepemimpinan Karismatik, Disiplin Kerja Guru, Kepala Madrasah*

INTRODUCTION

Teacher work discipline is understood as behavior that reflects the attitude and personality of the teacher which he shows by following all the rules of the *madrasah*. Teacher discipline in an organization is one of the functions of human resource management, because with adequate teacher discipline conditions it is expected to be a solid foundation for a *madrasah* to achieve success in achieving common goals (Rozana & Wahid, 2018). Discipline is defined as a condition in an organization where teachers follow the rules and behave in accordance with acceptable standards in the organization. With regard to performance, the concept of work discipline is an attitude and behavior that shows a teacher's obedience to madrasa regulations (Suciningrum et al., 2021).

The facts in the field identify the factors that influence the discipline of teacher performance, in this case at *Madrasah Aliyah Nurul Jadid Paiton*. This is also supported by a theory which says that leadership style has a role in improving teacher work discipline (Amin, 2019). This performance discipline can then improve the quality of the *madrasah* and the progress of the educational institution. *Madrasah Aliyah Nurul Jadid Paiton Probolinggo* is one of the senior secondary education institutions under the auspices of the Nurul Jadid Islamic Boarding School Paiton Probolinggo. *Madrasah Aliyah Nurul Jadid* is a pesantren-based educational institution that emphasizes Islamic personality values to students. Initially, the problem with the institution was the discipline of teachers who were often late for school, not attending school during working hours, coming to work late, leaving school early. The most important thing for them is to complete the attendance list. For this reason, the charismatic leadership of the *madrasah* principal can be one way out. The charismatic leadership that exists within the Head of *Madrasah Aliyah* is one of the reasons for the disciplined performance of teachers and staff at the institution. As stated by one teacher that the word "reluctant", friendly and also very close to his subordinates is an expression that is very attached to the head of the *Madrasah Aliyah* (Muzakki, 2021).

Charismatic leadership is understood as leadership that is distinctive and has an alluring appeal. Charismatic leadership is leadership that considers that charisma is an individual characteristic possessed by a leader that can distinguish it from other leaders, especially in terms of its implications for the inspiration, acceptance, and support of subordinates. The emphasis of charismatic leadership is on the charisma of a leader (Wahid & Putri, 2018).

A charismatic soul is not only seen in one's important position such as a leader, but also because one's prestige, one's spiritual reverence, and one's

firmness of principles can see and feel the birth of a glamorous soul. In this personality, the leader is accepted and trusted, is a person who is respected, obeyed and sincerely wants to be obeyed. All factors can exist and can be an example of a charismatic soul (Setiawan, 2014). Charismatic leaders have a deep and unusual influence on subordinates. Subordinates feel that the leader's beliefs are true, they are willing to obey the leader, they feel affection for the leader, they are emotionally involved in the mission of the group or organization, they have high performance goals, and they believe that they can contribute to the success of that mission. Subordinates have a very high admiration for charismatic leaders because they think their leaders have extraordinary abilities (Rafikah, 2018).

Charismatic leadership of school principals is very rare, but this charismatic nature is very unique if there is someone who becomes the principal it will look more attractive, because on the other hand the principal is not only the main factor for driving the scope of school management, but the principal is someone which also has a high influence to be able to imitate attitudes, behavior and speech by teachers, staff and students within the scope of the school. There are many facts in the field that show the low performance of teachers (Yusuf & Suwoko, 2020).

Research on charismatic leadership was also carried out by Eldasica Dwapatesty et al and obtained research results stating that charismatic leadership that is carried out effectively and optimally can help principals in increasing teacher motivation in schools (Dwapatesty et al., 2021). The results of this study can then be used as a reference for this research on charismatic leadership. Research with a similar theme was also carried out by Safinah and Zainul Arifin who later obtained research results stating that charismatic leadership can build a religious culture (Safinah & Arifin, 2021). From the results of this research, it can also be used as a reference or guideline regarding the implementation of charismatic leadership for this research. Similar research was also carried out by Utama Wisnu Dyatmika et al, and obtained research results that the application of sharia marketing, wom, and charismatic leadership styles can build the image of the Al-Kahfi foundation institution in Bangkalan Madura (Dyatmika et al., 2021). A similar study was also conducted by Ni Putu Trisna Juliarti et al and obtained research results that good charismatic leadership will increase employee organizational commitment and good work-life balance does not directly increase employee organizational commitment (Juliarti & Anindita, 2022). The results of this study also become a reference for this research in the implementation of charismatic leadership. Then research on work discipline was also carried out by Lilah Holilah et al and obtained research results which stated that what influenced teacher work discipline was charismatic leadership and teacher personality competence (Holilah et al., 2021). The results of this study also become one of the references in this study regarding matters that affect work discipline (Aini, 2019). The same research was also carried out by Hendri Budi Utama et al and obtained research results which stated that Full Day School is one of the factors that can make teacher work discipline decrease (Utama et al., 2020). From the results of

the research, it can then be used as a benchmark in assessing the concepts that will be used in improving teacher work discipline. Research with the same term was also carried out by Ernawati and obtained the results that the principal's managerial and supervision greatly affect the quality of teacher work discipline (Ernawati, 2021). The results of this study can be used as a reference or reference in this study and provide an illustration that work discipline is also influenced by external factors. Then Karmini (2022) also conducted a similar study and obtained research results which stated that emotional intelligence and supervision are things that also affect teacher work discipline.

From the explanation of these studies, they only focus on research on charismatic leadership, but none has focused on the work discipline of teachers in *madrasah*. Therefore, this research is present as a new variant and tries to combine charismatic leadership with teacher work discipline. Thus, the researcher in this case focuses on how the charismatic leadership of the *madrasah* principal in building the work discipline of teachers at *Madrasah Aliyah Nurul Jadid Paiton*.

RESEARCH METHODS

The method used in this research is a qualitative approach which is a single instrumental case study. This research focuses on the efforts of the principal with a charismatic leadership style in improving the work discipline of teachers at *Madrasah Aliyah Nurul Jadid*. The data was obtained through observation and interviews. This activity was carried out since the researcher determined the focus of the research around December 22, 2021, described the research problem, before going to the field and continuing to report the research. The data obtained by the researcher while in the field and has been written down systematically, then reduced or reduced according to the research focus so that researchers can easily draw a research conclusion. To obtain valid and accountable data, the researcher conducted interviews with several informants using a purposive sampling technique, which consisted of six people, Lukman Hakim, as the head of the *madrasah*, Muchtarullah as the deputy head, Muzakki, as the builder of the organization, Ridwan as the vice principal of Infrastructure, Na'im as the vice principal of the curriculum, Mawardi one of the teachers and Hafidz one of the students at the *madrasah*. In this case, the researcher provides a structured description, according to facts and can be measured in relation to the existing conditions at the research location, both in the form of the object being studied as well as facts related to these conditions and to draw a conclusion later.

RESULTS AND DISCUSSION

Aura of Strong Personality

The charismatic leadership of the principal of *Madrasah Aliyah Nurul Jadid Paiton* in improving teacher work discipline is shown by the presence of a very strong personality aura inherent in him. This was conveyed by the organizational builder at the *madrasah* in his interview, Muzakki said that "The head of the *madrasah* is really the leader that his subordinates want. he

understands what his subordinates want, cares about subordinates, that's it, he is also a respected leader. so the difference between him being respected and feared. If we are respected, right, when we see it, we are already respectful. Oh, that's the principal, oh that's our leader. We have admiration for him. As for the feared leader, that means there is something we are afraid of from him. Why be afraid? It means that there is pressure from superiors to subordinates. Oh I see. We are here, pa Lukman is reluctant. There is a charismatic soul in the ustadz. Yes, that's how he is. He has that charismatic soul."

From this explanation, it can be understood that the principal has a very strong aura, namely charisma, so that it feels special for his subordinates. In essence, the aura itself is a ray of light that undergoes a refinement process many times, whose rays surround the universe (macrocosm) and partly surrounds humans (microcosm). Some of these aura rays are active and some are inactive, both in the universe and in humans (Fitri & Muaddibi, 2020).. In temporary language usage there is the word "Aura", but its meaning can be very different. For many, Aura is just a light from humans (Inderjit et al., 2019). For scientists, it is, a pre-existing radiant energy that surrounds living things. This aura is in the form of subtle color radiation that surrounds living things (Sizov, 2021). Each color signifies a certain vibration that has a different meaning. This is an advantage that only a few people have, not everyone has a charismatic personality. Described by Rosita (2018) that the type of charismatic leadership can be interpreted as the ability to use privileges or excess personality traits in influencing the thoughts, feelings and behavior of others, so that in an inner atmosphere of admiring and glorifying the leader is willing to do something the leader wants. The leader here is seen as special because of his amazing and authoritative personality traits. In this personality, the leader is accepted and trusted as a person who is respected, respected, obeyed and obeyed willingly and sincerely. Charismatic leadership wants organizational members as followers to adopt the leader's views without or with little change.

With his charisma, the principal then became a separate attraction for his subordinates in seeking work discipline. This was conveyed by Muchtarullah as the deputy head of the *madrasah* in his interview as follows: "Based on what I have experienced, felt and observed, when it comes to discipline, all teachers here. Nothing is ever too late. Even if there are those who are late, and even then for logical reasons, for example, the teachers here are not all close to the *madrasah*, some are far away. But that rarely happens because what was the charisma emitted by the head of the *madrasah*, so we were reluctant, embarrassed when we were late, not afraid but reluctant. The head of this *madrasah* is an ustadz who is a respected leader by his subordinates. His attitude and behavior really symbolizes the figure of a leader. Yes, if you say what it's called. we look at it, we are reluctant, we don't even dare to fight. That's it, this ustadz is a leader who is close to us, friendly too."

The same thing was conveyed by Na'im as waka of the *madrasah* curriculum in his interview as follows: "The teachers here are quite disciplined, one of the reasons is because of the charisma of the principal. We feel ashamed of him, there is a different aura about him." From this explanation, it can be

understood that the work discipline that appears from every teacher in the *Madrasah* is due to the charismatic leadership of the principal, so things arise that are not comfortable when they are not disciplined at the *Madrasah*. As explained Safinah & Arifin (2021) there are several factors related to teacher work discipline, one of which is the leadership style of the principal.

Responsible

The leadership of the principal is also shown by a responsible attitude towards his position. This was conveyed by one of the *madrasah* teachers in his interview as follows Mawardi said "If there is a function and responsibility for the leader, there is such a thing as a supervisor, supervising right. Now that has been carried out very well by the head of the madrasa, he always does everything according to his main duties, therefore, we as subordinates are ashamed when we feel lazy and undisciplined with our duties and work, he is responsible for all his duties as a leader, because before he ordered his subordinates, he had done it first.

Ridwan as the waka of infrastructure also said the same thing in his interview: "From what we observe, he is a person who is very responsible for his duties and obligations as the principal. So, we staff or their subordinates will feel very unprofessional when we have to get worse about our responsibilities towards *madrasah* like that."

Based on this explanation, it can be understood that the principal is very responsible for his duties and obligations as a leader, thus causing embarrassment for his subordinates to be undisciplined as well. Responsibility is one of the characters that is formed through character education (Kubaev, 2020). Responsibility is the attitude and behavior of a person to carry out his duties and obligations (Zheng et al., 2021), which should be done, to oneself, society, the environment (nature, social and culture), the state and God Almighty (Tkacova et al., 2021). And everyone in this world has basically been given minimal responsibility for themselves (Apriliyawati et al., 2021).

As explained Yusuf & Suwoko (2020) that in carrying out organizational processes in the *madrasah* environment, a leadership role is needed, able to carry out organizational activities effectively and is responsible for leading the organization or institution. Leaders can influence and direct followers and can be an example for others (Gerpott et al., 2020). Therefore, leaders must be able to provide good examples for subordinates to set an example and have a sense of responsibility for their leadership (Decuyper & Schaufeli, 2020).

The position of the leader is at the front in order to be a guide to his members in goodness and a guide for them to the truth (Yusoff et al., 2021). Human responsibility towards himself will be stronger in intensity if he has a deep awareness. Human responsibility towards himself also arises as a result of his belief in a value. A leader is a person who can influence others to act according to the ability he wants (Aldulaimi, 2021). In other words, a leader is a person who is able to bring others to the desired goal (Newstead et al., 2021). There are many theories about leaders and leadership (leadership), but the theory is at its core as the art of influencing people (Homayoun & Henriksen,

2018). Leaders are people who have the ability, influence, set an example, direct other people or a group to achieve goals, both formal and informal (Kalangi et al., 2021). A leader is also defined as someone who is capable of directing his followers to work together with confidence and diligently doing the tasks he is given. Leading is an inviting action so that it creates interaction within the structure as part of a joint problem solving process (Gunawan, 2019).

Visioner

The thing that appears from a principal is a visionary leader, has a broad view of the future, full of plans and innovations, in this case one of them is about discipline that must be firmly planted and if it can become a symbol or characteristic of *Madrasah Aliyah* Nurul so. This was conveyed by the deputy head of the *madrasah* in his interview as follows:

"He is an extraordinary person, besides being respected, he is also an innovator who has a very broad view of how this *madrasah* will look like in the future. He has many brilliant ideas. His educational innovations were channeled to us, he also encouraged us to look for the latest ideas about mas education. One of them is about discipline, he has a vision that later *Madrasah Aliyah* Nurul Jadid will be known in addition to its intellectual abilities as well because of the discipline inherent in this *madrasah*."

From this explanation, it can be understood that a high level of discipline is one of the visions or dreams designed by the principal in the future. Visionary is defined as the nature of people who are able to create visions and goals that are pleasing to the understanding to seize opportunities in the future (Marlia et al., 2020), a visionary leader is a leader who is capable and proficient in realizing various efforts to improve quality and quality that is more focused and humble in leading (Roco, 2020). Thus, visionary is leadership that is present in every aspect of life that touches all groups of people and individuals and other groups (Pelealu, 2022). As also explained Mukaddamah & Wutsqah (2022) that the attitude of teacher work discipline does not just happen, but is influenced by several factors including external and internal factors. Among these factors is the role of the principal in creating a conducive, healthy and comfortable school environment (Atthirawong et al., 2021).

In addition, a school principal is also a model by providing examples and other good attitudes and behaviors as a form of leadership (Hartinah et al., 2020). For this reason, the principal must have a visionary spirit, meaning that the principal has a far-sighted perspective, can predict or predict what can increase the current needs of schools and can improve teacher work discipline. This is also in line with research Azis (2019) which suggests that leadership is essentially leadership that motivates subordinates to perform better than what they usually do. Leaders build a vision and use it as a basis to influence and inspire followers (Mukti, 2018). They then motivate individuals or those around them to achieve that vision (S.Eccles & Wigfield, 2020). They encourage followers to be better and work for the good of the organization (Andriani et al., 2018).

Be an Example

What is also shown by the principal in improving teacher work discipline is by being a role model for all teachers, staff and students. This was conveyed by one of the teachers in *madrasah* in his interview as follows:

"He is a leader who is rahmatan lil alamin. Why do I say that, because the ustadz is a leader who, when ordered, never directs him. He did it first, made it first. That's the model. So, when he assigns to subordinates, they will automatically be reluctant, right? Why? yes because of that earlier. He's done it before. Likewise, regarding this discipline, the Head of this Madrasa, before we all got here, he had come first. That's why I said about his participation in supervising teacher discipline. We, the teachers, must be present at 07.30, he is already at the Madrasa at 7 o'clock. That's how the figure of this ustadz has always been an example for his subordinates."

Hafidz, one of the *madrasah* students also said the same thing in his interview: "From what I see, mas, yes, he is very disciplined and is an example not only for other teachers, but also for his students here. He usually comes to the *madrasah* earlier than the others." From this explanation, it can be understood that teachers and *madrasah* staff make their leaders as role models that they can emulate in all respects, including discipline. The head of the *madrasah* will do everything first and then order his subordinates.

Exemplary is a very important thing in everyone's life through example, someone can be a role model/model for others (Rahimi & Khamseh, 2018). A teacher is expected to be an example so that students can reflect on their personality. The word exemplary comes from the basic word "exemplary" (Diaz et al., 2019). The word "exemplary" is something that should be imitated or imitated (Sandi et al., 2022). So exemplary is something that can be imitated or imitated (Karo-Karo & Panjaitan, 2020). Described in Diana (2019) which states that leadership is the process of influencing or setting an example by the leader to his followers in an effort to achieve organizational goals (Chukwujioko, 2018). Leadership or leadership is an applied science from the social sciences, because its principles and formulations are expected to bring benefits to human welfare (Mea & Sims, 2019). The direction of the madrasa head is also the driving force in all madrasa activities (Nurhaeni et al., 2021). By building and fostering teacher morale and work discipline, the head of *madrasah* always provides motivation both in the form of words and in the form of regulatory policies that inadvertently have an impact on the morale and discipline of teacher employment (Bahrudin et al., 2021).

Ibda binafsik is a strong, solid principle in the head of the *madrasah*. This was conveyed by the principal in his interview as follows: "If we, yes as leaders, must be able to be an example for the subordinates we lead. When we tell them to do something, we have to do it first. His name is also a leader right? Influencing people who are led to do what we are told. We also don't tell people, but we don't do it ourselves. So that was it, we must be able to become leaders who can be examples and role models for subordinates so that they can be comfortable with their work. We also have to be a place for them to tell stories. That is, if there are complaints from them, yes we must be able to be

listeners. Then if they give us input, we will accommodate it. However, not all can be realized. If, for example, it is his input that is not healthy, it is impossible for us to make it happen. What is clear is that if they have any suggestions, we will listen. It will be discussed later in the meeting. So if we become leaders, we must be able to listen to the voices of our subordinates. Whatever it is, just listen, accommodate it. How to solve it? Yes meeting. Discussion. We are here, anything is always resolved by deliberation. It was never resolved unilaterally. Unless there are urgent matters that the leadership must decide, that's a different story. And we have applied this kind of leadership here. Leadership that can embrace, be a role model for subordinates is also a listener to them. We are here as leaders, I and there are also deputy heads one, two, three. So, let's work together to make it happen."

From this explanation, it can be understood how the principles of a leader are exemplary and uphold exemplary values inherent in a principal. The headmaster believes that starting with him, his subordinates will follow suit. This is in line with Satriawan & Ardana (2018) which states that to be able to provide quality and quantity work, an employee/teacher needs to have motivation and a role model that is used as a role model in work that will affect his work spirit to improve his performance. It has long been known that humans are social creatures (Scheffer et al., 2018). As a social being, he needs affection, recognition of existence, feeling of wanting these different needs, humans work and try their best to satisfy these desires (Ihde & Malafouris, 2019). Based on the opinions of the experts above, how important is work motivation in this study in encouraging growth in teachers, both from within and outside themselves, to do a job with enthusiasm (Ilmy, 2018).

With some of these things inherent in the head of the *madrasah*, it can be concluded that observations resulting from the results of interviews with the deputy head of *madrasah* stated that: "If I was asked, 90% were disciplined. Yes, because the clock is made at that time. Well, where is the other 10%, Ustadz? That's the teacher who sometimes comes into class after 10 minutes of changing lessons the bell rings. I dare not say 100% all teachers are disciplined. Not. there is also a teacher who, the convenience of the story in the teacher's room, forgets that he goes directly to class. But not to not teach. Discipline in administration has become a must. Learning devices, attendance attendance, it is mandatory for teachers to have. It's like being absent, so we have something called teacher absence, every morning the teacher is obliged to report this picket when it comes, to find out which teacher likes not to come, which teacher likes to be late". From this explanation, it can be understood that the work discipline category at *Madrasah Aliyah Nurul Jadid Paiton* is quite good

CONCLUSION

From the long explanation, it can be concluded that in improving the work discipline of teachers at *Madrasah Aliyah Nurul Jadid Paiton* is the efforts of the *madrasah* head who has charismatic leadership. The charismatic forms shown by the *madrasah* principal are; 1) A strong personality aura; 2) Responsible; 3) Visionary; and 4) Being an example. The limitations of this

study are only focused on the efforts of the head of *madrasah* in improving teacher work discipline, for that further research is needed on charismatic leadership with different backgrounds and problems.

AKCNOWLEGMENT

The researcher would like to thank all leaders and employees at *Madrasah Aliyah* Nurul Jadid Paiton who have allowed researchers to conduct research properly. Furthermore, the researcher would also like to thank the editorial team of the *Altanzim* journal, which has allowed the researcher to publish the results of this research.

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