CHARISMATIC LEADERSHIP OF THE PRINCIPAL IN WORK CULTURE AT SMA NEGERI 3 GORONTALO

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ABSTRACT

The results of this study indicate that: a) the principal has a fairly good ability to realize the vision in the school, shown through his ability to facilitate school residents in formulating a realistic vision, facilitating the process of communicating the vision, and inviting stakeholders to actualize the vision in real terms in school management, b) The principal shows a fairly good ability in implementing high self-confidence in the school. This is shown through its ability to influence school residents to be independent in utilizing school resources, invite school residents to be diligent in completing work, be able to solve problems, and be responsible for the duties and functions of each stakeholder, c) the principal shows sensitivity to the environment in the school which is shown through his ability to invite teachers and other stakeholders to understand the strengths, weaknesses, opportunities and threats faced by the school, and d) the principal shows quite good empathy for the staff at State Senior High School 3 Gorontalo which is shown through his ability to develop an empathetic attitude , solidarity, cooperation and cohesiveness in carrying out tasks.

Keywords: Leadership, Charismatic, Work Culture

INTRODUCTION

By carrying out the standardization process of education, it is hoped that the school will be able to compete with other public schools. Regarding these conditions, the school must have a leader who is able to facilitate all activities in the school so that it runs according to the expected goals. Therefore, the principal must have strong, visionary, and accountable leadership. In this context, the principal as the person who is responsible for the implementation of education and teaching in educational institutions, must have the readiness and ability to generate personal morale to achieve the vision. The principal must also be able to create a climate and atmosphere that is conducive, safe, comfortable, peaceful, fun, and full of enthusiasm so that the goals of the institution can be achieved. To achieve these goals, the principal has a very important role in coordinating, mobilizing, and aligning available educational resources. Thus, it is hoped that the School as an Islamic-based institution can realize the vision, mission, goals and objectives through the School program which is carried out in a planned and gradual manner.

The principal as the highest leader who is very influential and determines the progress of the school must have administrative ability, has high commitment, and is flexible in carrying out his duties. Good principal leadership must be able to seek to improve teacher performance through education staff capacity building programs. The principal must also have the personality or traits and abilities and skills to lead an educational institution. In his role as a leader, the principal must be able to pay attention to the needs of working teachers so that teacher performance is always maintained.

This fact requires the principal to have charismatic leadership. A charismatic leader is a leader who has extraordinary personal ability to emerge with a radical vision, which provides solutions to current problems. This makes subordinates become interested and believe that their leader has extraordinary advantages. A charismatic type leader in educational institutions will be very effective in leading these educational institutions. Charismatic leaders can use their inner voice to carry out the leadership process. Not just the result

of imaging, but indeed the leader has extraordinary charisma. Leaders who have charisma, will be very easy to lead an educational institution because all citizens in these educational institutions have high loyalty to their leaders. This proves that the application of this type of leadership can be done, and has a positive value. The success of this type of charismatic leadership cannot be separated from the existence of religious values attached to Islamic educational institutions, so that the type of charismatic leadership which is essentially always synonymous with leadership in the political and religious fields.

The results of observations made indicate that the principal has shown some of the characteristics of charismatic leadership. This has brought a very positive change in the development of the quality of education in schools. Some of these things are proven in his leadership not imposing his own will on the group he leads (executives), in preparing a plan in advance thinking about the positive and negative impacts, being expert in his duties and positions, and having a clear and easy vision and mission to realize. It also has the driving force for both human and material resources, this is evidenced by the ability to change the old school building with a rehabilitation budget into a new building that is attractive and beautiful to the eye, the ability to motivate students by providing various kinds of sports facilities, the ability to motivate teachers and employees to be able to use learning media based on IT (Information Technology), and be able to provide learning resources in accordance with national education standards. It is also seen in the whole system of life in schools, such as respecting the dignity of every teacher who has individual differences, creating learning situations in such a way that respect and appreciate each other, respecting the way of thinking even though the premise is contrary to his own opinion, and respecting individual freedom.

Thoha (2000:1) states: "The leader is responsible for the failure of the implementation of a job." This opinion is an affirmation that the leadership position in an organization is very important. Psychologists and education experts provide many limitations or basic concepts of leadership. Among them Hoyt (in Kartono, 2001: 49) defines leadership as the art of influencing human behavior, the ability to guide people. Terry (in Thoha, 2001: 5) defines leadership as an activity to influence people so that they are directed to achieve organizational goals. Yukl (1989:4-5) Leadership is the process of influencing in determining organizational goals, motivating followers' behavior to achieve goals, influencing to improve the group and its culture. Meanwhile, according to Stooner and Feeman (1992:472) Leadership is directing and influencing activities that have to do with the work of group members.

This opinion basically emphasizes leadership in efforts to influence the activities of others in achieving certain goals. Meanwhile, Robbins (1996:39) defines leadership as the ability to influence a group towards achieving goals. Almost in line with that view, Koonts (in Burhanuddin, 1994: 62-36) defines leadership as influence, the art or process of influencing people, so that they are willing to struggle to work voluntarily and enthusiastically towards the achievement of group goals.

Rismanto (2010:3) suggests that the type of charismatic leadership can be interpreted as the ability to use the privilege or excess of 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 considered special because of his amazing and authoritative personality traits. In that 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. Charismatic leadership has certain characteristics that distinguish it from other leadership. Muarif (2009:2) suggests that charismatic leaders display the following characteristics: (a) have a very strong vision or awareness of clear goals. (b) communicate the vision effectively. (c) demonstrate consistency and focus. (d) knowing one's own strengths and exploiting them. Charismatic leadership style can be seen similar to transformational leadership, where the leader injects great enthusiasm into the team, and is very energetic in pushing forward.

According to Wursanto (2002: 197) that the charismatic theory states that a person becomes a leader because that person has charisma (a very large influence). House (1977:23) argues that a charismatic leader has a deep and unusual impact on followers, they feel that the leader's beliefs are true, they accept the leader without questioning it, they submit to the leader willingly, they they feel affection for the leader, they are emotionally involved in the mission of the group or organization, they believe they can contribute to its success, and they have high performance goals.

Based on the description, it can be synthesized that the characteristics of charismatic leadership are; a) the ability of the principal to realize the vision in the school, b) the ability of the principal to implement self-confidence in the school, c) the ability of the principal to have sensitivity to the environment, and d) the ability of the principal to have empathy for the staff.

RESEARCH METHODS

The approach used in this research is a case study, where the researcher tries to understand the meaning of events and their relation to ordinary people in certain situations. Sugiyono (2009:214) limits the case study approach as an approach by focusing on a case intensively and in detail. While the type of research used is qualitative research. The use of this type and approach is intended to describe research findings data in the form of sentences in the form of statements or statements from informants in accordance with the reality found in the field. Thus the selection of this type and approach is carried out to maintain objectivity in research. In this research design, it was taken based on problems that occurred in real situations, namely the ability of the principal to realize the vision, the ability of the principal to implement high self-confidence, the ability of the principal to have sensitivity to the environment and the ability of the principal to have empathy for the staff.

According to Lofland (in Moleong, 2013:157) explaining the main data sources in qualitative research are words, and actions, the rest is additional data such as documents and others. The type of data in this study is in the form of field notes, where in the implementation of field notes it is intended to record all important events that are not recorded on the observation sheet but occur at the time of the study, so that field recording can complement the observation data. The source of the data was obtained through direct interviews with school principals, teachers, and school residents.

Data collection techniques used in this study, the authors use the techniques of observation, interviews and documentation. Sugiyono (2011:2).

The analysis was carried out as recommended by Miles & Huberman (1992), and Mantja (1997), namely (1) data reduction, (2) data presentation and (3) conclusions (temporary conclusions, verification and final conclusions). The three lines of data analysis are a unity, the process is interconnected and iterative during and after data collection.
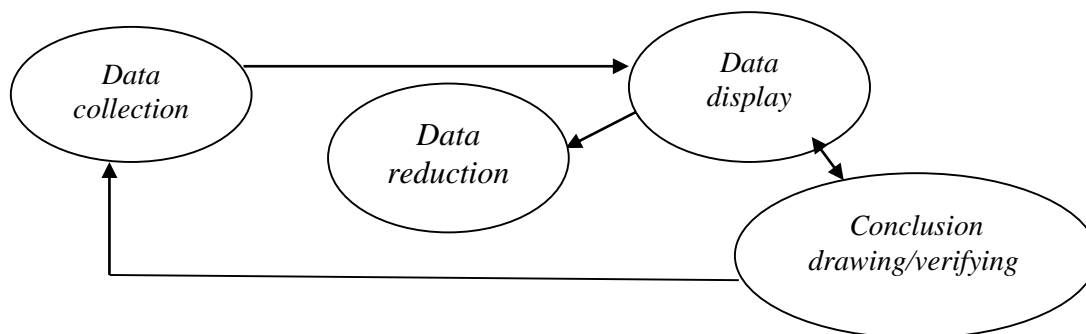

Figure 1 Steps for analyzing individual case data, adapted from Miles & Huberman (1992). Mantja (1997).

RESEARCH RESULTS AND DISCUSSION

A. Research Results

1. The ability of the principal to realize the vision at the State High School 3 Gorontalo Negeri Beringin Jaya, Simpang Raya District, Banggai Regency.

The results of interviews conducted with the principal about how the school's vision is formulated, the principal answered: "I think the school's vision is very realistic. Our school's vision is "The Realization of Smart, Competitive and Moral Graduates Based on Faith and Taqwa". This vision is a formulation that was developed as a symbol of a flexible discourse description in effective situational use with skills that contribute to determining the ideals of the School at State Senior High School 3 Gorontalo Negeri". (1.1.W.KM.W.6-6-2021).

This opinion shows that the school's vision is very realistic. This vision is a manifestation of the ability of the principal to facilitate school residents in formulating an ideal vision as a formulation that is developed as a symbol of discourse depiction flexibly in effective situational use with skills that contribute to determining the school's ideals. at the State High School 3 Gorontalo Negeri.

The results of interviews conducted with the principal were supported by the answers given by the class teacher that: "The formulation of our school's vision is simple and some school residents know the school's vision, we have hope to achieve the goals contained in the vision". (1.1.W.GK.AH.6-6-2021). This opinion shows that the school has a simple formula so that some members of the school know the school's vision, and have hope to achieve the goals contained in the vision that they developed together. The results of interviews conducted with the principal about what efforts the principal has made in communicating the vision to relevant stakeholders, the principal answered: "The vision communication process is a necessity that must be done. This process is carried out through persuasive, educative, and productive approaches that we actualize in a tangible form that is described in real terms based on the vision and mission and work ethic to achieve the school's goals". (1.1.W.KM.W.6-6-2021). This opinion shows that communication activities on the school's vision are carried out by the school by conveying the school's vision through scheduled meetings and displaying the contents of the school's vision in an open place in the school environment.

2. The ability of the principal to implement high self-confidence at the State High School 3 Gorontalo Negeri. The results of interviews conducted with school principals about whether the principal facilitates and motivates staff to be independent in utilizing school resources, the principal answered: "Yes. As a school principal, of course, I make efforts to improve and optimize the utilization of school resources in order to be able to optimize school management. I do this by first taking an inventory of the potential of the school and discussing it with the school community. In the process, I invite all school members to think about developing the potential of the school so that they have optimal tips in developing the potential or resources of the school. This effort contributes to the good development of the school". (1.1.W.KM.W.6-6-2021). This opinion shows that the principal takes an inventory of the potential of the school and discusses it with the school community. In the process, I invite all school members to think about developing the potential of the school so that they have optimal tips in developing the potential or resources of the school. This effort contributes to the development of the School.

The results of observations carried out support the data from interviews that the principal makes efforts to improve and optimize the utilization of school resources. In real terms, these efforts are carried out by taking an inventory of the potential of the school and discussing it with the school community and inviting all school members to think about developing the potential of the school so that they have optimal tips in developing the potential or resources of the school. The results of the documentation study also show that there are documents

that show the principal's facilitation of teachers to develop the resources of the school as an effort to develop the potential of the school to progress and develop well.

3. The ability of the principal to have sensitivity to the environment at the State Senior High School 3 Gorontalo Negeri.

The results of interviews conducted with school principals regarding the efforts made by the principal in utilizing the strengths of the school to improve the quality of school management, the principal answered: "Efforts made as principals are through interaction with subordinates, colleagues, or other people. parents who become a related force are task-oriented, relationship-oriented, and change-oriented in improving the quality of school management. Some of the strengths used in school development include the good commitment of all school members to work well. Students who have good competencies to be developed in learning, as well as positive support from parents and the community for school development". (1.1.W.KM.W.6-6-2021). This opinion shows that there are several strengths that are used in school development, including the good commitment of all school members to work well. Students who have good competencies to be developed in learning, as well as positive support from parents and the community for school development.

Another informant, namely the classroom teacher, supported the results of interviews conducted with the principal by providing the following answers: "The principal generally supports school activities by utilizing the strengths of the school. The strength of the school cannot be separated from the contribution of the principal in improving school management". (1.1.W.GK.AH.6-6-2021). This opinion shows that the principal generally supports school activities by utilizing the strengths of the school. The strength of the school cannot be separated from the contribution of the principal in improving school management.

B. Discussion

Charismatic leadership is a leadership style that makes the members it leads follow the innovations proposed by this leader. Charismatic leaders express a shared vision of the future. Meanwhile, charismatic leaders in times of crisis will show their influence when the system has to deal with situations where the existing knowledge, information, and procedures are insufficient (Ian I. Mirtoff, 2004). Charismatic leadership style is considered important because charismatic leaders have their own charm so that they can make their subordinates follow it. Meanwhile, visionary leadership can always present ideas both in times of crisis or flexible ideas that can keep up with the times.

The results showed that the State High School 3 Gorontalo Negeri had a realistic vision formulation. The formulation of a realistic vision is part of the spirit to realize it in the context of life at school. The formulation of the vision can be formulated realistically, not apart from facilitation mediated by the principal in an effort to formulate a realistic vision. This is supported by the opinion of Foreman (2008:21) who argues that the school's vision has an important meaning, especially with regard to the sustainability of the school organization itself, without a vision, the organization and the people in it do not have clear directions, do not have the right way. in stepping into the future and having no commitment. A realistic vision needs to be mediated by the leadership in its formulation. Vision is not just a slogan in the form of words without meaning, even a concrete picture given by the school leadership, but a formula that can provide clarification and articulation of a set of values. The real condition obtained through research is that the principal is able to facilitate school residents in formulating the school's vision by involving the participation of all school members, resulting in a realistic and measurable vision of the school. This is one aspect that shows the ability of the principal in facilitating school residents to be actively involved in the process of formulating the school's vision. The process of communicating the vision then needs to be followed up with efforts to realize the school's vision, namely by facilitating the school community to translate the vision into a realistic mission. The mission is then translated into realistic programs and activities so that the vision can be actualized.

Based on the description, it shows that the principal shows a very positive contribution in supporting the formulation of a realistic vision, involving the participation of all school members, communicating the formulated vision and facilitating the school community in actualizing the formulated school vision. This shows that the principal is able to show one of the characteristics of charismatic leadership, namely the principal realizing the vision in the school, starting from the preparation process to actualizing the vision optimally in the context of school life.

Optimizing the charismatic leadership of the principal needs to be supported by a high sense of self-confidence. The results showed that the principal has high self-confidence in making efforts to improve and optimize the utilization of school resources. The need for efforts to optimize the utilization of school resources is in line with the opinion expressed by Sularso (2012: 3) who argues that in the long term, the main agenda of efforts to strengthen educational staff resources must be initiated by the principal in developing the school resources he has. This has actually been done by the principal by taking an inventory of the potential of the school and discussing it with the school community and inviting all school residents to think about developing the potential of the school optimally. The principal's ability to do this cannot be separated from the confidence that the principal has in making it happen.

Other facts found in the field show that the principal is diligent in his work and has high enthusiasm in completing the work in accordance with the program he has prepared. In this context, the principal works diligently and completes the work according to the predetermined target. The principal's persistence is one of the factors that greatly determines his ability to optimize his leadership in the school. This is an indication of the ability of the principal in realizing charismatic leadership in schools. The results of other studies indicate that the principal is able to solve the problems encountered in school management. This ability is a manifestation of his ability to understand the substance of the problem and his ability to handle the focus of the problem, and the most important thing is his ability to invite all stakeholders to be involved in the problem solving process.

The importance of the principal's ability to solve problems is in line with the opinion expressed by Marlianto (2011: 2) which suggests that the leadership's ability to solve problems is the most important part that supports the creation of dynamic leadership. The main task of the leader is to facilitate the staff in solving problems. Therefore, the leadership ability becomes one of the determining factors in solving problems that occur in the school.

Based on the results of the research above, it shows that the principal is able to show charismatic leadership by showing confidence in carrying out his duties as a leader. This self-confidence is actualized through the ability to independently utilize school resources, be diligent in completing work, be able to solve problems and have a high sense of responsibility at work. Thus, the efforts made by the principal in developing the potential of the school will develop well through high self-confidence in work. The ability of the principal in realizing charismatic leadership is determined by his ability to analyze the strengths, weaknesses, opportunities and threats in the management of education in schools. The principal's sensitivity to this is one of the determinants of the principal's success in carrying out his duties. This is in line with Hellen's opinion (2012: 31) that an analysis of the internal potential of the environment in the form of strength needs to be analyzed to provide an overview of the school's capital in developing its performance to meet customer needs. The leadership position is very important in this activity. The results showed that the principal was able to take advantage of the strengths of the school to optimize the development of the school.

Another fact is that the principal is able to analyze the weaknesses of the school. The weaknesses of the school include inadequate supporting facilities, teachers who have low qualifications, and the school's resources are quite minimal. Related to this fact, the principal makes efforts to overcome this problem by trying to meet the

school's facilities and infrastructure, seeking to improve the qualifications and competence of teachers through professional development programs and college education.

In addition to analyzing the strengths and weaknesses, the principal is also expected to be able to analyze the opportunities and threats of the school he leads. Related to this, Budiman (2012:1) suggests that an analysis of opportunities and threats as external factors needs to be carried out so that organizations can understand situations or conditions that are opportunities outside the organization and provide development opportunities for the organization in the future, and situations that are threats to the organization that come. from outside the organization and can threaten the existence of the organization in the future. In addition to these four basic components, the SWOT analysis, in the analysis process will develop into several sub-components whose number depends on the condition of the organization.

Regarding these conditions, in the context of school management, school principals need to make various efforts so that opportunities and threats owned by schools can be identified and anticipated. Some of the opportunities that are open to schools include offers of cooperation from excellent schools for the development of other schools that are currently developing. There is assistance from the Business World for school development, especially in the provision of school infrastructure which is still lacking. Meanwhile, the threat faced by schools is to strengthen coordination between schools and the Office of the Ministry of Religion and the Office of Education. This is also reinforced by the efforts made to take advantage of the potential available in the environment and improve the quality of teachers and staff so that they are ready to face various threats. Real facts related to the opportunities and threats facing the school have been able to be analyzed and solutions found by the principal so that efforts to develop the school to achieve the vision that has been formulated can run well. The principal's ability to analyze the strengths, weaknesses and opportunities and threats faced by the school together with relevant stakeholders is part of his ability to realize charismatic leadership.Principals are required to be able to have empathy for staff, namely teachers and staff in the school. The principal's ability to have empathy for the staff is shown by his friendly attitude, solidarity, cooperation and cohesiveness. The results showed that the principal has a friendly attitude in his leadership. This is indicated by the ability of the principal to understand what the teacher needs. But his empathy does not affect the spirit to motivate teachers to achieve the expected goals.

The results of this study are in line with the opinion of Haryanto (2010: 2) which suggests that the principal realizes four in his leadership by understanding the deepest feelings of the teacher, but the principal must remain objective and pay attention to the achievement of school goals. The ability of the principal to harmonize it is very important and determines the success in developing the school.

Another fact found that the principal was able to build a high sense of solidarity among fellow school residents. This is very important so that all stakeholders have togetherness and concern to move forward together. The principal's ability to develop charismatic leadership is also determined by the principal's ability to facilitate teachers and staff in working together and being cohesive in completing work. The fact that it was found that the principal tried to develop good cooperation between fellow school members so that the expected goals could be achieved optimally. In this context, the principal is able to build a spirit of cooperation in work, thus supporting the optimal achievement of school goals. Another real condition shows that the principal is able to facilitate teachers and staff to work together so as to support the improvement of teacher work performance and support the improvement of school performance.

Based on the description above, it clearly shows that the principal shows charismatic leadership through his ability to have empathy for the staff. His ability to develop a friendly attitude, maintain solidarity, an attitude of cooperation and cohesiveness is very beneficial for the development of school performance.

CONLUSION

The principal has shown a fairly good ability in realizing the vision at State High School 3 Gorontalo Negeri. This is shown through its ability to facilitate school residents in formulating realistic visions, facilitating the process of communicating the vision to all stakeholders, and inviting stakeholders to actualize the vision in real terms in school management. The principal shows a fairly good ability in implementing high self-confidence at the State High School 3 Gorontalo Negeri. This is shown through its ability to influence school residents to be independent in utilizing school resources for the benefit of school development, inviting school residents to diligently complete work, be able to solve problems, and be responsible for the duties and functions of each stakeholder.

The principal has a fairly good sensitivity to the environment at the State High School 3 Gorontalo Negeri. This is shown through its ability to invite teachers and other stakeholders to understand the strengths, weaknesses, opportunities and threats facing the school. The principal shows quite good empathy for the staff at State Senior High School 3 Gorontalo Negeri, shown through his ability to develop a friendly attitude, solidarity, cooperation and cohesiveness in carrying out tasks.

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