THE INFLUENCE OF HEAD MASTER'S CHARISMATIC LEADERSHIP AND TEACHER'S PERSONALITY TO TEACHER WORK ETHOS

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ABSTRACT
The purpose of this research was to find out the principal's charismatic leadership influence and teacher's personality on the teacher ethos in private Islamic integrated Junior High School Cimanggis, Depok. Validated and reliable questionnaires (using Pearson Product Moment and Cronbach Formula) were distributed to 126 sampled teachers out of population 184 teachers. Data were analyzed using path analysis (alpha .05). The study showed that there is direct and positive influences of: (1) the principal's charismatic leadership on teacher work ethos indicated by path coefficient .128; (2) teacher personality on work ethos indicated by path coefficient .208 and (3) the principal's charismatic leadership on teacher personality indicated by path coefficient .250.

Keywords: Leadership; Personality and Charismatics

ABSTRAK
Penelitian ini mengajukan 3 hipotesis, yaitu terdapat pengaruh langsung : 1) kepemimpinan karismatik kepala sekolah terhadap etos kerja guru, 2) kepribadian guru terhadap etos kerja guru dan 3) kepemimpinan karismatik kepala sekolah terhadap kepribadian guru. Penelitian ini menggunakan sampel sebanyak 126 guru dari populasi 184 guru pada Sekolah Menegah Pertama Islam Terpadu Swasta Cimanggis, Depok. Uji coba instrumen untuk mendapatkan validitas butir pernyataan dan reliabilitas instrument dilakukan masing-masing dengan menggunakan rumus *Pearson Product Moment* dan *Alpha Cronbach*. Ramalan hubungan dianalisis dengan menggunakan regresi sederhana pada alpha 0.05. Hasilnya disimpulkan bahwa: 1) terdapat pengaruh langsung yang sangat signifikan kepemimpinan karismatik kepala sekolah terhadap etos kerja guru, koefisien jalur 0,128; 2) terdapat pengaruh langsung yang sangat signifikan kepribadian guru terhadap etos kerja guru, koefisien jalur 0,208; 3) terdapat pengaruh langsung yang sangat signifikan kepemimpinan karismatik kepala sekolah terhadap kepribadian guru, koefisien jalur 0,250.

Kata Kunci: Kepemimpinan; Kepribadian dan Karismatik

INTRODUCTION

The principal can influence teachers and employees in improving their work ethos. Likewise the teacher's personality in school in each activity can improve work ethos so

that the learning process become more effective. In carrying out its leadership, the principal can demonstrate the qualities of the leader.

In addition to demonstrating the qualities of being a leader, principals must also carry out leadership styles flexibly and give full confidence to the teacher so that the teacher can develop competencies according to the times. And no less important that the principal must be able to carry out the duties, roles and functions of leadership and in turn empower teachers to be able to improve their ability and skills to guide, teach, educate their students through education and training of educators.

Based on the phenomenon that occurred in the Integrated Islamic Primary School in Cimanggis Sub district, Depok, the leadership of the principal had not shown charismatic leadership. The principal has not been able to express the vision of a future-oriented organization, lacks strong confidence at work, and has not inspired teachers in carrying out the task. The principal does not motivate teachers at work, makes the teacher less comfortable at work, lacks ability to solve problems properly and has an authoritative stance in decision making.

Leading humans is not an easy job and will happen on its own, but it requires the skills and abilities and high work commitment of a leader. Leaders need to provide leadership patterns that are expected to be able to encourage, foster, and improve work discipline as a foundation for the creation of a good work ethic.

The creation of a good work ethic, is partly influenced by the personality possessed by the teacher. Teachers as teaching staff whose main task is teaching, have personality characteristics that are very influential on the success of human resource development. A solid personality from the figure of a teacher will set a good example for students and the community, so that the teacher will appear as a person who deserves "digugu" (adhered to advice, words, or orders) and "imitated" (in the example of attitudes and behavior).

Teachers are human figures who place positions and play an important role in education. When everyone questions the problem of education, the teacher figure must be involved in the agenda of discussion, especially concerning education in schools. This cannot be denied, because formal education institutions are the world of teacher life. Part of the time the teacher is in school, the rest is at home and in the community. It must also be admitted that the teacher is a major factor in the learning process, controlling both complete and sophisticated educational facilities and inadequate

educational facilities. So, a teacher does not only teaches, but also must be able to be a good role model for students.

Many factors can influence the work ethic of teachers, among others are religion, culture, social politics, environmental conditions, education, socio-economic, individual intrinsic motivation, teacher personality, leadership style. This study limited itself to the problem of work ethic influenced by the Charismatic Leadership of School Principals and Teacher Personality.

The word "ethos" comes from the Greek meaning "character" or "character". Originally, the word ethos only means "customs" that can form the basic character of the people who embrace it. Later, it becomes a concept of thought that explains how the "life spirit" or "typical spirit" of a nation is formed. Earlier, ethos meant simple: custom, habit. Later, it evolves and develops into a very rich and complex guiding beliefs of person, group or institution. According to Webster Dictionary (Webster, 2003), "ethos" is defined as a belief that functions as guide behavior for a person, group, or institution.

Clifford Gertez, interpreting ethos as a fundamental attitude towards the self and the world that is radiated by life. Thus ethos involves the spirit of life, including the spirit of working, demanding knowledge and improving skills in order to build a better life in the future. Weber was quoted by Wirawan that charismatic leadership has the capacity to change the existing social system based on the perception of followers who believe leaders are destined have special abilities. According to Weber, leadership will emerge if there is a social crisis, with a radical vision and presents a solution to the crisis. Charismatic leadership is not based on formal authority or positional power, but on personal power. Because changing the existing social system is very difficult and requires a very large source, charismatic leaders create a new social system. The house quoted by Hamdan is understood that a charismatic leader has a profound and unusual impact on followers. If they feel that the leaders' beliefs are true, they accept the leader without question. They submit to leaders happily, they feel affection for leaders, are emotionally involved in group or organizational missions, and have high performance goals.

Ahmad D. Marimba in terms of terminology, personality includes the overall quality of someone who will appear in the ways of expressing his opinions, attitudes, interests, life philosophy and beliefs.

G.W Allport as cited by Agus Sujanto, said that personality is a dynamic organization within an individual that consists of a psychophysical system that determines his own unique adaptation to his environment.

If the matter is with the teacher, then the work can be interpreted as a work against the work, a view of the work, and the characteristics of the work that the teacher has.

Based on the description above, the writer concludes that the teacher's work ethic is a characteristic that is shown by a teacher regarding enthusiasm, and work performance (teaching), as well as attitudes and views on work and motivation behind a teacher in doing his work.

To strengthen the clarity of the vision of its followers, leaders have a very important role in determining the work ethic of teachers, charismatic leaders need maturity of self-concept, Conger and Kanungo in Yulk as quoted by Sudaryono said that charismatic leaders have ideal, unconventional, decisive goals and confidence and are radical agents of change, not managers of the status quo.

Shamir (1993) suggests strengthening the clarity of vision on his followers, charismatic leaders need self-concept maturity (self concepts). Self-concept in question is personal values that are patient, and have social identities. A person's self-concept will influence individual choices and behavior. Social identity part of self-concept, will be manifested in behavior based on the possessions.

From several theories regarding charismatic leadership above, it can be concluded that charismatic leadership is the ability of a leader who is highly admired by his followers through the process of the ability to express vision (visionary), rhetorical ability, the ability to build images and leadership beliefs and personality that can provide reference and influence positive for his followers in carrying out and achieving organizational goals.

A teacher must have a good personality, both in teaching and not thus what is meant by personality is the unity between aspects of mental behavior (thoughts, feelings and so on) with aspects of behavioral behavior (real actions) that are functionally related to an individual, thus making it behave in a typical and permanent manner.

A teacher is a person whose work: educates, teaches and nurtures. The same thing is affirmed in the Constitution No. 14 of 2005 Article 1 paragraph 1 states that "teachers" are "professional educators with the main task of educating, teaching,

guiding, directing, training, and evaluating students on the path of formal education, at the primary and secondary education levels.

Based on the above understanding about teacher and personality, teacher's personality is the behavior of a teacher as a whole related to the individual ability of the teacher in realizing himself as an independent person to carry out self-transformation, self-identity, and self-understanding and possess values sublime so that it emanates from the attitude, behavior, emotional state and appearance shown in everyday life, during the teaching and learning process and outside the teaching and learning process.

This research describes teachers' characteristics as measured in the teacher's personality are as follows:

1. Acting with Indonesia's religious, legal, social and international norms, including: (a) respecting education (b) adhering to religious, legal and social norms.

2. Being honest, noble, and an example for students in the community, including: (a) behaving honestly; (b) fearful and noble character; and (c) be an example for students and the community.

3. Showing yourself as a person who is steady, stable and mature, wise, and authoritative, including: (a) good and stable personality; and (b) an adult person, and wise.

4. Demonstrate work ethic, high responsibility, a sense of pride in being a teacher, and confidence, including: (a) having high responsibilities; (b) proud to be a teacher; (c) trust; and (d) work independently in a professional manner.

5. Upholding the code of ethics of the teaching profession, including: (a) understanding the code of ethics of the teaching profession; (b) applying the code of ethics of the teaching profession; and (c) behave according to the teacher's code of ethics.

METHOD

This study uses a quantitative approach. This method emphasizes the testing of theory through the measurement of research variables using statistical procedures. And this research is descriptive, because this study explains the relationship between variables through testing hypotheses. Generally the data are presented in the form of numbers using statistical tests.

This study uses a causal survey method with path analysis techniques. Path analysis is used to show correlations or relationships and describes some direct influence between exogenous variables (X_1 and X_2) on endogenous variables (X_3).

The research design as a constellation of problem models regarding the effect of exogenous variables with endogenous variables is depicted below:

Figure 1.Constellation of Problems among Variables X_1, X_2, and X_3
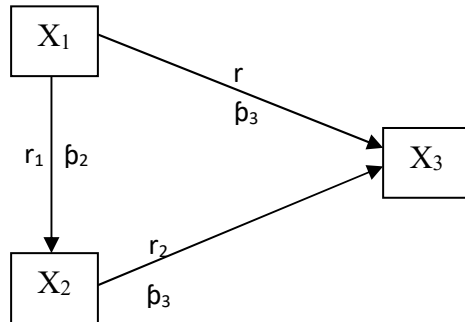
Note:

X_1: Principal's charismatic leadership

X_2: teacher's personality

X_3: teacher's work ethic

β_{31}: effect of X_1 on X_3

β_{32}: Effect of X_2 on X_3

β_{21}: Effect of X_1 on X_2

r_{13}: Correlation of X_1 and X_3

r_{23}: Correlation of X_2 and X_3

r_{12}: Correlation of X_1 and X_2

The target population in this study were teachers at the Integrated Islamic Primary School in Cimanggis Sub district Depok 184 teachers. Using the Slovin formula obtained 126 employees.

FINDINGS AND DISCUSSION

Data Normality Test

Data normality test is performed on estimated errors $\hat{X}_3$ over X_1 and X_2 and regression estimation errors $\hat{X}_2$ over X_1 using inferential statistics, namely the liliefors test. From the data normality estimation error test performed on estimated error $\hat{X}_3$ on X_1 and X_2 and regression estimation error $\hat{X}_2$ on X_1 shows all data are normally distributed. Summary of data normality test results is presented in the table below:

Table 1: Summary of Data Normality Test

No.	Regression Estimation Error	L_o	L_{table} (0.05,(126))	Conclusion	Note
1	$\hat{X}_3$ over X_1	0,0779	0,0790	Accept Ho	Normal Distribution
2	$\hat{X}_3$ over X_2	0,0476	0,0790	Accept Ho	Normal Distribution
3	$\hat{X}_2$ over X_1	0,0358	0,0790	Accept Ho	Normal Distribution

Note:

If $L_o < L_{table(0.05,(126))}$:Then the curve is normally distributed

Homogeneity Test

Homogeneity test of the data was carried out on the variance X_3 for grouping X_1 and X_2 and X_2 over X_1 with the Bartlett test. From the homogeneity test by calculating the X_3 variance for grouping X_1 and X_2 and X_2 on X_1 it can be concluded that the data group comes from a homogeneous population. Summary of homogeneity testing is shown in the table below:

Table 2. Summary of Data Homogeneity Test

No	$\hat{X}_3$ Variance	χ^2	D_f	χ^2_{table}	Conclusion	Note
1	$\hat{X}_3$ over X_1	38,617	k – 1	68,669	Accept Ho	Homogen
2	over X_2	51,034	k – 1	53,384	Accept Ho	Homogen
3	$\hat{X}_2$ over X_1	48,458	k – 1	68,669	Accept Ho	Homogen

Note:

$(\chi^2 < \chi^2_{tabel})$: Data comes from a homogeneous population

From the results of the normality and homogeneity test above, the data were normally distributed and comes from a homogeneous population. Thus, hypothesis testing can be done.

Linearity Test

Linearity test data see Sig. Deviation from Linearity. If Sig> 0.05 then the data are linear, if Sig <0.05, then the data are not linear.

Linearity Test and Interpretation of Principal Charismatic Leadership Regression Equations (X_1) and Teacher Work Ethics (X_3)

From the results of regression analysis, it was found that the influence of Principal Charismatic Leadership (X_1) on Teacher Work Ethics (X_3) is illustrated by the equation: $\ddot{X}_3 = 104.126 + 0.128X_1$.

Table 3. Linearity Test Summary and Significance of X_3 Regression over X_1

Variance Source	Df	SS	MS	F	F_{table} 0,05	0,01
Total	126	1846523	-	-		
Regression (a)	1	1833409,53	-			
Regression (b/a)	1	438,70	438,70	4,29**	3,92	6,84
Residual (s)	124	12674,77	102,22			
Deviation from Linearity	50	4346,38	155,23	1,34	1,52	1,81
Within Group	74	8328,39	115,67			

Note:

** : regression very significant (F = 4,29 > F_{table} = 3,92)

ns : linier regression (F = 1,34 < F_{table} = 1,52)

From these results, it was concluded that the correlation between the Principal Charismatic Leadership and the Teacher Work Ethics was significant and linear.

Linearity Test and Interpretation of Teacher Personality Regression Equations (X_2) and Teacher Work Ethics (X_3)

From the results of the regression analysis, it was found that the influence of Teacher Personality (X_2) on Teacher Work Ethics (X_3) was described by the equation $\ddot{X}3 = 111,938+ 0.063 X_2$.

Table 4. Linearity Test Summary and Regression Significance X_2 of X_3

Variance Source	DF	SS	MS	F	F_{table} 0,05	0,01
Total	126	1846523	-	-		
Regression (a)	1	1833409,53	-			
Regression (b/a)	1	755,49	755,49	7,58**	3,92	6,84
Residual (s)	124	12357,98	99,66			
Deviation From Lenearity	37	4001,40	129,08	1,07	1,55	1,85
Within Group	87	8356,58	121,11			

Note:

** : regression very significant (F_{value} =7,58> F_{table} = 3,92)

ns : linier regression (F_{value} = 1,07 < F_{table} = 1,55)

From these results, it was concluded that the correlation between Teacher Personality (X_2) and Teacher Work Ethics (X_3) was significant and linear.

Linearity Test and Interpretation of Principal Charismatic Leadership Regression Equations (X_1)and Teacher Personality (X_2)

From the results of the regression analysis it was found that there is an effect of the Principal Charismatic Leadership (X_1) on Teacher Personality (X_2) is illustrated by the equation $\ddot{X} = 41{,}291 + 0.749X_1$.

Table 5. Linearity Test Summary and Regression Significance X_2 of X_1

Variance Source	DF	SS	MSS	F	F_{table} 0,05	0,01
Total	126	2401787	-	-		
Regression (a)	1	2386039,06	-			
Regression (b/a)	1	984,26	984,26	8,27**	3,92	6,84
Residual (s)	124	14763,68	119,06			
Deviation from Linearity	50	6093,76	121,88	1,04	1,62	1,98
Error	74	8669,92	117,16			

Note:

** : regression very significant (F_{value} =8,27 > F_{table} = 3,92)

ns : linier regression (F_{value} = 1,04 < F_{table} = 1,62)

From these results, it was concluded that the correlation between Principal Charismatic Leadership (X_1) and Teacher Personality (X_2) was significant and linear.

Hypothesis testing

The study used regression and correlation formulas. The first, second and third hypotheses were analyzed using simple regression and correlation formulas. After that the next step analyzes the correlation by using Path Analysis. The details of the results of testing each hypothesis are as follows:

Effect of Principal Charismatic Leadership (X_1) on Teacher Work Ethics (X_3)

The strength of the correlation between the Principal Charismatic Leadership and the Teacher's Work Ethics is shown by the calculation of the correlation coefficient from the Product Moment correlation formula (r_{13}), which is equal to 0.183. To find out the correlation coefficient above is significant or not, t test is used, the summary of the results of the correlation test as shown in table 6.

Table 6. Summary of Calculation, Significance of the Correlation Coefficient Principal Charismatic Leadership (X_1) and Teacher Work Ethics (X_3)

Correlation Between	Notation	Correlation Coefficient	Determination Coefficient	t	t_{table} $\alpha = 0,05$
X_1 and X_3	r_{13}	0,183	0,0335	2,074**	1,98

Note :** : Correlation very significant (t (2,074) > t_{table} (1,98))

Influence between Teacher Personality (X_2) and Teacher Work Ethics (X_3)

The strength of the correlation between teacher personality and teacher work ethic is shown by calculating the correlation coefficient from the Product Moment correlation formula (r_{23}), which is 0.240. To find out the correlation coefficient above is significant or not, t test is used. Summary of the results of correlation testing as shown in Table 7.

Table 7. Summary of Significance of Correlation Coefficients between Teacher Personality (X_2) and Teacher Work Ethics (X_3)

Correlation Between	Notation	Correlation Coefficient	Determinant Coefficient	t	t_{table} $\alpha = 0,05$
X_2 and X_3	r_{23}	0,240	0,0576	2,754**	1,98

Note:

** : Correlation very significant (t (2,754) > t_{table} (1,98))

Effect of Principal Charismatic Leadership (X_1) on Teacher Personality (X_2)

The strength of the correlation between Principal Charismatic Leadership and Teacher Personality is indicated by the calculation of the correlation coefficient from the Product Moment correlation formula (r_{12}), which is equal to 0,250. To find out the correlation coefficient above is significant or not, t test is used.

Table 8. Summary of Significance of correlation coefficient between principal charismatic leadership (X_1) and teacher personality (X_2).

Correlation Between	Notation	Correlation Coefficient	Determination Coefficient	t	t_{table} $\alpha = 0,05$
X_1 dan X_2	r_{12}	0,250	0,0625	2,875**	1,98

Note :

** : The correlation is very significant (t (2,875) > t_{table} (1,98))

Path Analysis

Based on the results of the correlation between X_1, X_2 and X_3 above obtained r_{13} = 0.183, r_{23} = 0.696 and r_{12} = 0.250. Path analysis showed, p_{21} = 0.25, p_{31} = 0.128, and p_{32} = 0.208 greater than 0.05 which means the path analysis is significant.
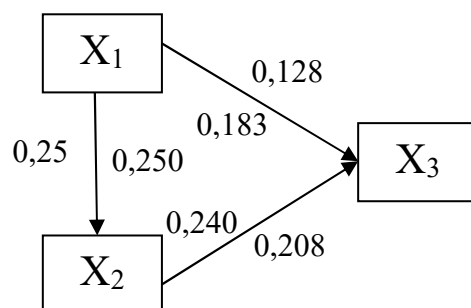

Figure 1.End Result of Path Analysis

FINDINGS AND DISCUSSION

Based on the calculation of the above studies, it was found that there was a direct influence of the principal's charismatic leadership on the work ethic of teachers in the Integrated Islamic Primary School in Cimanggis Sub district, Depok, with a correlation coefficient of 0.183 which means the stronger the charismatic leadership of the principal, the higher the work ethic of the teacher at the Integrated Islamic Primary School in Cimanggis Sub district, Depok. The magnitude of the charismatic leadership contribution of the principal to the teacher's work ethic is shown by the coefficient of

determination (R^2) of 0.0335, which means the charismatic leadership of the principal gives a relative contribution of 3.35% to the teacher's work ethic.

Thus, the charismatic leadership of principals significantly contributes to the work ethic of teachers in the Integrated Islamic Primary School in the sub-districts of Cimanggis Depok. In the school organization system, the principal is the leader for other school communities both teachers, employees and students. As a leader, the behavior of the principal affects the behavior of other school communities. Positive behavior from the principal encourages teachers and employees to provide positive behaviors in achieving educational goals. On the contrary, the negative behavior of the principal is the beginning of the failure of the education at the school. Therefore, leadership management is very influential on the development of the quality of good and bad school. As a leader who has influence, the principal tries to make advice, suggestions and if necessary the orders are followed by teachers. Thus he can make changes in the way of thinking, attitude and behavior he leads. With its strengths, namely the excess knowledge and experience, it helps teachers develop into professional teachers who have a high work ethic.

Based on the above statistical analyses, the study indicates that there is a direct influence of the teacher's personality on the work ethic of teachers in the Integrated Islamic Primary School in Cimanggis Depok District, with a correlation coefficient of 0.240 which means the stronger the charismatic leadership of the principal, the higher the work ethic of teachers in Islamic Primary Schools Integrated in Cimanggis District, Depok. The magnitude of the teacher's personality contribution to the teacher's work ethic is shown by the coefficient of determination (R^2) of 0.0576 which means that the teacher's personality contributes 5.76% to the teacher's work ethic.

Thus, the teacher's personality significantly contributes to the work ethic of teachers in the Integrated Islamic Primary School in the sub-districts in Cimanggis Depok. Teacher personality is needed in an effort to improve the work ethic of teachers. For this reason, it is necessary to make an effort so that the teacher's personality (attitude and behavior) changes as expected. Efforts to improve the teacher's personality begin within the teacher himself, for example; studying, practicing the religious teachings he adheres to and showing mutual respect among religious people. Implementing the values of Pancasila, reviewing and practicing attitudes are qualities that must be possessed by a teacher such as being patient, democratic, respecting the opinions of others, polite and responsive to renewal. However, the principal can also help the teacher shape the

teacher's personality as expected. Efforts to improve the personality of the teacher by providing guidance for teachers, both related to the formation of teacher character and teacher professional skills. The formation of the personality of teachers and work professionals result in increasing the work ethic of teachers in schools.

CONCLUSION

The study concludes among others (a) there is a direct influence of the principal's charismatic leadership on the work ethic of teachers in Integrated Islamic Primary Schools in Cimanggis Depok District, with a correlation coefficient of 0.183 which means the stronger the charismatic leadership of the principal, the higher the work ethic of teachers in Integrated Islamic Primary School in Cimanggis Depok Sub district, (b) there is a direct influence of the teacher's personality on the work ethic of teachers in the Integrated Islamic Primary School in Cimanggis Sub district, Depok, with a correlation coefficient of 0.240 which means the stronger the charismatic leadership of the principal, the higher the work ethic teacher at the Integrated Islamic Primary School in Cimanggis District, Depok.

The principal with his influence will bring his own energy to the formation of the teacher's personality. Efforts to improve the teacher's personality are suggested to always be pursued by school management, to improve school human resources, quality of school services and the work ethic of teachers.

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