

# PRINCIPAL'S CHARISMATIC LEADERSHIP IN VOCATIONAL TEACHERS SUPERVISION BASED ON ISLAMIC BOARDING SCHOOL

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**Abstract:** the principal's charismatic leadership are effective in carrying out managerial leadership, carrying out school tasks, interacting with school personnel and mobilizing school organizations. Principal's ability and charisma can be seen in managing and motivating teachers, employees, and students in achieving institutional goals through high-level performance in the learning process. The development of the world and the advancement of education requires educational institutions provide the best service in accordance with the needs of the society. Currently many formal education institutions are led by a "kyai" of islamic boarding school, this is mainly found in private schools that aim to increase the quantity of institutions and graduates. The principal's charisma studied in this study is the headmaster of Assa'adah vocational school who is one of the leader of the Qomaruddin islamic boarding school Gresik East Java, where the study of headmaster's charismatic leadership is linked to the teacher's supervision. This study used a qualitative approach with case study design, data sources are headmaster, teacher, and islamic boarding school foundations. The data were obtained through in-depth interview, participant observation, and documentation study using descriptive inductive data analysis technique, with data reduction, data presentation, and conclusion as well as for data validity used triangulation test. The results of the research show: (a) the principal's charismatic leadership of Assa'adah vocational school is characterized by: authoritative, nurturing, visionary, reliable, risk taking, firm, dedicated to duty, responsible, and high-minded; (b) instructional supervision conducted at Assa'adah vocational school, including using artistic approach in supervision; and (c) instructional supervision techniques using individual and group supervision.

**Keywords:** charismatic leadership, principals, supervision, vocational school

## I. INTRODUCTION

The principal's is the leader, the driving force, the determinant of the school's policy, which determines how the school mission is realized (Mulyasa, 2003) Therefore the presence of effective headmaster leadership is a necessity to be able to foster teacher's professionalism in conducting learning process with qualified and productive. Referring to Yulk (1981) who pointed out that leaders have an important role in helping groups, organizations or communities working in various fields, including in education and teaching to achieve their goals. The headmaster's leadership has a major role in running school activities, affecting school resources to work together to achieve goals. To realize that goal requires a professional headmaster, experienced and understand about leadership.

The function of headmaster's leadership as taught by Ki Hajar Dewantara (Indonesian Minister of Education): *Ing ngarso sung tuladha, ing madon mangan karsa, tut wuri handayani* (in front as an example, in the midst of fostering ability, behind being stimulant / empower). The leader must be an example for his subordinates, can participate with his subordinates in realizing the activities and the programs, and also can motivate his subordinates to work hard and passionate in doing the job. The headmaster as a leader must be able to function himself as an effective leader. An Effective leadership demands that it be a good example for staff, teachers, students, and other school resident. Inspiring leadership in running school programs and also encouraging maximum participation of school's stakeholder.

The principal's charisma influences the existence of a healthy and dynamic school. Furthermore, dynamic and advanced schools will greatly support the achievement of the national

education mission, which is to create a system and climate of democratic national education and quality, in order to develop the quality of Indonesian people. Charismatic leadership has a unique phenomenon amid the life of the organization that is usually a legitimacy and submission by subordinates to superiors. The legitimacy of one's leadership is derived from the surrounding natural environment naturally, where by Arifin (1993) it is stated that the charismatic leadership derived from science, supernatural, personal traits and often due to heredity. The headmaster who emerges because of the legitimacy of the scientific charisma factor, the kyai's descendant, and the great person has a distinction with the headmaster whose legitimacy of leadership is derived from formal organizational appointments in which subordinate submission is often measured from up and down relationship.

Ivancevich (2007) said charismatic leaders as leaders who realize a motivational atmosphere based on their commitment and emotional identity to their vision, philosophy, and style in their subordinates. The charismatic leader is capable of performing his role and function in expressing ideas, creating change, he is a qualified individual with a radiating charisma which the follower sees him as a highly desirable person. Followers feel that the leader's beliefs are true, they are willing to obey leaders, they feel affection for leaders, they are emotionally involved in group or organizational missions, they have high performance goals, and they believe they can contribute to the success of the mission (Yukl, 2005).

A visionary is a charismatic leadership characteristic, where the person will be able to move subordinates through a combination of soul power that has charm appeal, motivating ability, and competence. The charm possessed by a leader makes the subordinates feel proud to be in the group. Ability to

motivate to encourage subordinates to work with a spirit of pleasure. The headmaster's competence assures that work can be carried out in accordance with professional standards. Mintzberg (in Danim, 2002) suggests that the principal's competence in carrying out managerial technical tasks consists of three categories: (a) impersonal, the headmaster's duties in performing functions as a figure, a leader and a negotiator; (b) informational, the headmaster's duties in performing functions as a monitor, spreader, and intermediary; and (c) decisional, the headmaster's duties in performing functions as an entrepreneur, allocator of resources, and negotiator.

The headmaster's duty in improving the quality of education is to improve the performance of teachers or subordinates. giving motivation and influence to encourage the optimization of performance, stimulate towards the implementation of the task effectively so that the performance of educators and education personnel better. As a leader who has an influence element, the principal tries to be authoritative so that his directions, suggestions and policies are followed by his subordinates. The principal also plays a role in changing the pattern of thinking, acting, and teacher's behavior, employees, and students. Particularly in the efforts of teacher development, the headmaster has a duty to foster teachers become professional teachers.

Professional Teachers are characterized by the competencies possessed by the teacher, scientific, pedagogical, personality, and social competence. The Law of the Republic of Indonesia number 14 of 2005 about teachers and lecturers has explained all the duties, authorities, rights, and responsibilities of teachers along with all existing tools. Similarly, the Ministry of Education and Culture through the Directorate General of Quality Improvement of Teachers and Education Personnel has issued Guidance on Management of Continuous Professional Development and Teacher Performance Assessment to give meaning and strategic position of professional teacher in achieving national education objectives. Professional teachers have the duty and responsibility as a coach learning process in the classroom that is directly related to the success of student learning. Therefore, professional coaching to encourage the realization of professional teachers becomes the task of the headmaster as the head of the unit of education, in addition to other leadership hierarchy, such as the school supervisor of the Education office and the education supervisor of the foundation boarding school that foster schools.

Instructional supervision programs in schools as much expressed by experts are devoted to help and stimulus to teachers in improving the teaching and learning process. Soetisna (1983) describes a teaching supervision program, including: (a) assisting teachers individually and in groups in solving teaching problems; (b) coordinate all teaching into well-integrated educational behaviors; (c) organize continuous training programs for teachers; d) cultivate quality and sufficient tools for learning; (e) to generate and motivate the enthusiasm of strong teachers to

achieve maximum work performance; and (f) establishing good relationships and cooperation between schools, social institutions, and related institutions and communities.

Steps that need to be done by the headmaster as well as the competence, duties, and functions of supervision are empowering teacher resources using appropriate paradigms, approaches, and supervision techniques. These activities include: (1) identifying potential school resources in the form of teachers that can be developed; (2) understanding the purpose of empowerment of teacher resources; (3) put forward examples that can make teachers more advanced; and (4) assess the level of empowerment of teachers in their schools. The strategic competencies of the principal in carrying out the tasks and functions of school leadership in the field of supervision of learning as set forth in the principal's performance appraisal document are: (a) to undertake the planning of supervision activities, (b) conduct supervision activities with certain approaches and techniques, and (c) evaluate and follow up the results of teaching supervision.

Professional teachers who are competent in educating students and managing school institutions in Vocational School. Where vocational school is one of the educational institutions responsible for creating human resources that have the ability, skills and expertise to fill the needs of middle-class workers, through teaching that put forward the formation of human personality and character, develop intellectual, and train students to be skilled in Implements its expertise. Sonhadji (2012) argues that the basic concept of vocational education is held on the assumption that two kinds of needs must be met, the individual's need to gain a satisfactory position in the employment structure and the needs of society to fill the required position in an efficient economic system.

This study takes the theme of headmaster's leadership study in supervision of teaching located at Assa'adah Vocational School managed by the Qomaruddin islamic boarding school Gresik. The special characteristics of this school, among others: (1) under the management of boarding school; (2) affiliated with the religious organization Nahdlatul Ulama (NU); (3) located in East Java industrial area; (4) belong to the favorite private school category in Gresik; (5) the headmaster of a boarding school member who has experience of studying in public universities; and (6) most teachers are alumni themselves.

Charismatic leadership of the headmaster as a teaching supervisor is interesting to examine, since the headmaster is good at reading the situation and circumstances where to determine the criteria of the school environment needed for the learning process to increase the teacher's professionalism so that the educational objectives in the school can be achieved optimally. Teacher professional development is significant as an effort to increase teacher competence, as Mantja (2002) stated that the improvement of teacher competence is intended to strengthen the cognitive, affective, and psychomotor aspects of

teachers and is aimed at self-development for teachers. Similarly, Bafadal (1992) suggests that the supervision of learning also means an effort to provide stimulation, co-ordination and guidance of teacher growth in schools, both individually and in groups, with effective tolerance and pedagogic actions, so that they are better able to stimulate and guide the growth of each student so as to be more able to participate in a democratic society. In the supervision of learning conducted by the principal at least there are three things that need to be done, namely: (a) assess the learning outcomes; (b) study the learning situation to establish factors affecting student growth and achievement; and (c) improving learning situation.

An efforts to plan, implement the program, and follow up the results of supervision as part of the empowerment of teachers through the supervision of learning is carried out by always guided by the scientific and artistic approach. In the scholarly approach the principal conducts supervision as the scientific rules according to the procedures and provisions of the learning managerial while the artistic approach emphasizes the principles of human relationships where each has a unique person and a non-standard relationship pattern. In applying interpersonal relationships between supervisors and supervised teachers there is no single action for everyone.

In this context, it is seen that the leadership of charismatic leadership behaviors owned by the headmaster so that the advice, assistance, and guidance provided can be received by supervised teachers. The headmaster Competencies in conducting learning supervision provide regular individual consultation to keep teachers active in assigned activities. Coaching is conducted to assist teachers in explaining some wrong concepts, together with using information sources, and with school leadership encouraging problem-solving efforts that occur in the learning process by providing comprehensive solutions. Based on the context above and in order to give direction and limitation of research, the study of headmaster's leadership in teaching supervision is focused on: (1) how charismatic leadership characteristic applied by principals of Assaadah vocational school, (2) the approach used by headmaster at teachers in supervision, and (3) the techniques conducted by the principal at the teacher Assaadah vocational school Bungah Gresik.

## II. METHODS

This study uses a qualitative approach in which the presence of researchers as a key instrument to give the meaning of the phenomenon clearly and play an active role in the overall process of study as suggested by (Bogdan and Biklen 1998). The object of this study using site study at Vocational School which is in the management of boarding school, Assaadah vocational school under the shade of Qomaruddin boarding school Bungah Gresik. Sources of data to be encountered by researchers, among others; The educational part of the Qomaruddin islamic boarding

school, principals, teachers, employees, and students of Assaadah vocational school.

Data collection was done by observation, interview, and documentation study. For data analysis refer to Miles, Huberman, and Saldana (2014) with data collection activities, data reduction, display data, and conclusions / verification. The result of further data analysis is checked by validation through extension of observation, increasing of research inquiry, and triangulation. This research is conducted in three stages; Introduction, implementation and reporting.

## III. RESULT

Charismatic leadership is presented through the vision of the Principal far ahead, by the steps: to make a cooperation with schools overseas to organize teacher internships and students exchange, take initiative of cooperation with the business world in the industrial area in Gresik with the willingness to supply 20% of labor from vocational school, and make professional managerial changes of Vocational School. The Principal displays charismatic leadership characterized by behaviors and attitudes, including: having authority towards teachers and students, being nurturing, trustworthy person, having a vision for the future that can be understood by school stakeholders, daring to make firm decisions, his life is to serve at school and boarding school, and able to give solution and forgiving.

The supervising approach of vocational school teachers conducted by the principal is an artistic approach to instructional supervision based on indications; The principal always prioritizes dialogue, uses kinship ways, provides openly opportunities for teachers to be creative in the learning process, and provides time as mutual agreements. Vocational teacher's supervision techniques are conducted by the principal using individual and group technique. Individual technique such as; classroom observation, teacher discipline evaluation, further study opportunities, and teacher certification improvement. While for group supervision techniques, they are; forum of subject teachers (*musyawarah guru mata pelajaran, MGMP*), teacher working groups (*kelompok kerja guru, KKG*), regular school meetings, workshop, training, and internships to partner companies.

## IV. DISCUSSION

The most important thing about charismatic leadership is the attractiveness of self, the power of self-belief, idealism, vision, motivation, and competence. Yulk, (2005) suggested leadership behaviors and subordinate behaviors, i.e.; (1) convey an interesting vision; (2) using a strong and expressive form of communication; (3) take personal risks and make self-sacrifices; (4) convey high expectations; (5) show belief in followers; (6) modeling the role of consistent behavior; (7) managing the impression of followers on the leader; (8) establish identification with groups or organizations; and (9) authorizes followers. Associated with the vision of the head of Assaadah vocational school, he has made a big leap by opening

school partners in South Korea, Malaysia, and Thailand for teacher internship and student exchange, also established cooperation with the industry in Gresik with the ability to meet the needs of 20% based vocational school.

The leadership presented by the head of Assa'adah vocational school has a correlation with the views of Ivancevich (2007) which suggests that there are two groupings of charismatic leaders, visionary leaders and leaders in times of crisis. The visionary charismatic leader expresses a shared vision of the future through communication skills and links the needs and targets of subordinates to the goals and tasks of the organization. The visionary leader has the ability to see the picture of future opportunities as well as translate into the vision, mission, and goals of the organization. While charismatic leaders in times of crisis show strong influence in the current system and information organization is not able to accommodate the problem. Leaders of this model have the ability to give confidence to subordinates and can communicate clearly what actions to take and what consequences will be faced.

Educational leadership studies have also been discussed in Brooks, Solloway, and Allen (2013) studies suggesting that through dialogue between curriculum and educational leadership areas can increase the likelihood of lasting and positive instructional reform. Instructional supervision conducted by the principal cannot stand alone but relates to the leadership of the principal. Arifin (2008) suggests a principal has five main functions: (a) be responsible for the safety, welfare, and development of students in the school environment; (b) be responsible for the welfare and success of the teachers' profession; (c) supervise the execution of teacher duties; (d) provide optimal assistance to subordinate performance; and (e) promoting learners through various means. The principal's job is in improving the quality of education in schools, improving the performance of teachers, and motivating the effective implementation of teacher duties.

As a leader in education, the principal provides directions, advises and policies to subordinates related to the teaching process undertaken by the teacher. The principal also makes changes in the way he thinks, has a certain attitude, and behaves to the teacher he leads and helps the teacher in the learning process undertaken by the teacher through the instructional supervision using approaches and supervision techniques that can help teachers toward the professional. In terms of educational leadership, Wiyono's (2000) research results show that teachers are more in line with the headmaster style of human relationships oriented, where the principal's leadership style influences the choice of collaborative approach used instead of the other approach.

### **Supervision Approach to Vocational Teacher at Islamic Boarding School**

The research findings related to the SMK teacher's supervising approach used by the principal is to use the artistic approach of teaching supervision.

The supervision approach has a strategic meaning in achieving the purpose of instructional supervision. Sergiovanni (1987) shares a supervision approach in three categories; A scientific approach, an artistic approach, and a clinical approach. Imron (2007) Scientific approach refers to the quantitative paradigm, where: (a) systematic according to certain methods, (b) planned, (c) using standard instruments, and (d) the results are general. The artistic approach refers to the qualitative paradigm, therefore: (a) the mastery of knowledge and skills of the supervisor must be more qualified, (b) attention to the context, the psychological, and the sociological side of the teacher, and (c) the humanist. While the clinical approach is: (a) interactive relationships, and (b) preliminary meetings, observation, and feedback (reflection).

Gunawan 2015 put forward the main supervisor role, there are four things, namely: coordinator, consultant, group leader, and evaluator: (a) as a coordinator, supervisors play a role in coordinating programs and learning materials to optimize teacher performance; (b) as a consultant, supervisors play a role in helping teachers both individually and in groups; (c) as the group leader, supervisor makes the group dynamic and create various group activities; and (d) as an evaluator, the role of supervisor is to guide teachers in conducting curriculum and learning evaluations, and to assist teachers in solving learning problems.

Furthermore, Gunawan (2015) provides an overview of the development of alternative approaches in the implementation of instructional supervision which means combining different instructional supervision approaches, including: scientific approach, artistic approach, clinical approach, directive approach, non-directive approach, collaborative approach, informal approach, collegial, and individual approaches with teacher dimensions, including teacher's level of attention, teacher's level of responsibility, personality maturity, and cognitive complexity. The choice of approach by the supervisor is also influenced by the supervisor's understanding of the theory, interpretation, and experience. The combination of various supervisory approaches can provide more values and meaning in the implementation of supervision and assist the teacher in improving the quality of teaching.

Holland (2005) states that a Standard is required that will align the teacher's evaluation with instructional aspects of clarification of the process and objectives of the evaluation, the interpretation of teaching performance and professional value, and consultation with the teacher on how the job evaluation evidence made. Thus, it is required various teacher teaching styles that can influence the supervisory approach applied by the supervisor in the supervision of teaching. There are two teacher styles, reflective-observation and abstract-conceptualization that require different approaches done by the supervisor. Teachers with reflective-observation styles are marked: love to work with other teachers and like to respond; on the other hand this type of teacher also has a passive tendency. The suggested approach is individualized in

that the supervisor provides focused and focused guidance to help the teacher reach the target and be able to solve teacher problems in the classroom. Abstract-conceptually-conceptualized teachers are characterized: the teacher's ability to focus in teaching, having ideas and theoretical assessment, making decisions based on empirical facts, and the ability to overcome learning problems. The supervisory approach used by the supervisor is collegial to maximize the teacher's abilities.

The association with the principal's approach found that research findings relating to the principal's leadership and its effect on teacher performance by Noer and Nurhayati (2006) suggest that teachers with relatively high maturity are more likely to expect the principal to display the style of delegation, while the teachers with medium Maturity is still hoping for style telling, engaging, and delegating to be able to drive their performance better. Similarly, Rumapea's (2006) study found that the use of principal skills is significantly positively correlated with teacher performance, but the correlation is small because principals are less concerned with teaching leadership, more attention to non-teaching tasks and more administrative. Similarly, Bunch and Patricia (1981) research suggests that some alternative approaches to instructional supervision related to teaching materials, teaching strategies, interests, motivations, and action plans provide excellent results.

### **Supervision Technique to Vocational Teacher at Islamic Boarding School**

The findings of the research related to the implementation of the Vocational School teachers' supervision refers to the school work program plan, they are: (1) the assignment of teachers in accordance with the expertise and competence, (2) carry out workshops, seminars and training on teacher quality improvement, (3) facilitating school subject teacher forum, subject teachers in District level, teacher performance assessment, and teacher work group; (4) carrying out instructional supervision, and (5) holding monthly meetings,

Supervising techniques of vocational teachers in islamic boarding schools conducted by the principal is effective in assisting teachers in improving teacher competence. As stated by Bafadal (1992) that the supervisors tend to perceive the supervision of teaching equals assessment and inspection. Related to that, Wiyono (2014) suggests that effective teacher coaching or development activities are those that emphasize teacher-based learning activities, experience-based, emphasizing interaction among teachers, referring to good coaching principals, and being carried out in sufficient time. Analogous with Wiyono, Burhanuddin, and Suleyton (2008) research indicated that the classroom approach model managed to increase student participation and motivation.

The importance of supervision of teachers is also presented in Rahman's research (2009) The problem of teacher quality improvement can not only be solved by providing salary and welfare, but also the efforts of teacher competency development, it is very

important because the change of science and technology fast, thus demanding that teachers continuously abbreviate themselves so that they can follow or make innovations that benefit the wider community. Thus the implementation of instructional supervision of teachers is a necessity that must be done systematically, planned and sustainable. Sulastrri research (2011) states that carrying out planned and implemented supervision by considering technique, appropriate approach, teacher character, will be able to improve teacher professional competence.

The important role of supervision is owned by the school principal as Suryana (2007) researches that the principal uses facilitation, persuasion, formality and non-formal approach in carrying out the visionary, innovator, communicator, motivator, designer, facilitator and informer role in helping teachers Reaching the professional level through teacher certification program. The role of school principal in supervision in line with research report Djaelani (2015) states teachers with learning skills are lower, and then the level of material difficulty is higher so that the intensity of supervision of learning is higher.

Sudiati research (2014) states that through the workshop can improve the ability of teachers in determining the criteria of minimal mastery in vocational school. Positive response given by the teacher in the implementation of workshops that discuss about the criteria of minimal mastery. Stated that workshop gives a positive impact on teachers' willingness in setting the minimum mastery criteria. One of the functions of subject teacher forum is the occurrence of discussions between teachers with others which are expected to bring new ideas that can be implemented in the learning process. Teachers can adopt methods applied by other members, teachers can share their experiences, teachers can manage solutions to learning problems experienced, and teachers can make improvements to methods that have been used and enrich the material and learning resources to improve the quality of learning.

Relevant to this discussion is Rahman's research, (2013) that the guidance activities undertaken in the subject teachers forum venue tend to be supervisory, both for individual supervision and group supervision. The forum of subject teachers becomes a model of teacher professional development through collaborative and sustainable learning based on the principals of collectivity and mutual learning to build a learning community. Similarly, Kalule and Bouchamma's research (2014) shows that much teaching supervision is done through a classroom observation model and directly following a professional development program has much to do with the success of classroom teaching programs.

### **V. CONCLUSION**

The charismatic leadership of the principle of Assa'adah vocational school is shown through the school principal's vision with the program: open cooperation with overseas school to hold teacher apprenticeship and student exchange, cooperation of 20% labor supply from vocational school for industrial

needs in Gresik east Java, and make managerial change of SMK professionally. The principal displays charismatic leadership characterized by behaviors and attitudes, including: having dignity, a trustworthy person, having a vision for the future that can be understood by school stakeholders, daring to make decisions firmly, devoted to school, and able to provide problem solving.

Leadership of the principal in performing his role as a instructional supervisor is done through the design of supervision programs, implementing, and follow-up supervision results. The principal's ability to study the various subject areas mastered by the teacher and to tie them up with relevant learning approaches and techniques according to the different professional competencies of teachers. All of that combined with the function and role of headmaster leadership in creating culture and school climate based boarding school and optimize support from the school environment.

The supervising approach of vocational school teachers at boarding schools refers to the principal using a supervising approach with an artistic approach, the indicators are: informal, kinship, flexible, dialogue, and reflective in regular teacher meetings. Techniques of supervision at vocational teachers in islamic boarding school conducted by the principal implemented individual and group as the plan of school work program. Individual techniques, including: Classroom observation, teacher discipline evaluation, further study opportunities, and teacher certification improvement. Meanwhile, for group supervision techniques carried out by the principal, including: forum of subject teachers, teacher working groups, regular school meetings, workshop, training, and internships to partner companies.

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