

Research Article

## Principal's Charismatic Leadership and Teacher's Self Concept In Improving Teacher's Work Ethic

*Abdul Madjid Latief<sup>1</sup>, Novita Indah Sari<sup>2</sup>*

<sup>1</sup>Lecturer of Muhammadiyah Prof. DR. HAMKA University

<sup>2</sup>Graduate School of Muhammadiyah Prof. DR. HAMKA University

**ABSTRACT:** The aim of the research is to describe and analyze teacher's work ethic, which is affected by the charismatic leadership of school principals and teacher's self-concept. Survey method was adopted by using casual approach as an assessment method. The research was conducted in 15 state elementary schools with a sample of 149 teachers located in Pesanggrahan sub district, south Jakarta Indonesia. The result shows that principal's charismatic leadership has a direct and positive effect on teacher's work ethic, teacher's self-concept has a direct and positive effect on teacher's work ethic, and principal's charismatic leadership has a direct and positive effect on teacher's self-concept. It is inferred that teacher's work ethic will be able to be achieved optimally by increasing school principal's charismatic leadership and teacher's self-concept. Thus, it can be said that the improvement of self-concept and work ethic is interrelated with the capability of the school principal to perform his/her charismatic leadership.

**Keywords:** Leadership, Charismatic, Teacher, self-concept, work ethic.

### 1. Introduction

Teacher is a profession requiring an expertise, responsibility and willingness to provide social services above their personal interest. The quality of education is affected by the teacher's ability to fulfil their duties and responsibilities as an educator. As it is said by Sudjana (1996) that teacher as an educator should attempt to have capability of guiding, nurture, and improve students' ability in order to become smart, creative, and moral persons.

Most teachers have less sufficient professionalism to carry out their duties as stated in Article 39 paragraph (2) of constitution No. 20 of 2013 about planning a learning, implementing the learning, assessing learning outcomes, performing guidance and training, conducting research and performing community service, especially for higher education. It is seen from the low results of the student's grade and the low education's quality compared to other countries in Asia as well.

Poor supervision of principal in overseeing the education process in schools can lead to a decreased teacher's work ethic and the negative reflection of teacher's self-concept. Consequently, it can reduce student's quality and achievement. The work ethic of teachers which has most dominant influence is leadership on student's achievement (Emmywati, 2012). A high work ethic also has a high working spirit. Henceforth, teachers should have a working spirit if they want to gain a good work ethic. Leadership can affect a work ethic indirectly, as it is stated by Prasetyo (2014) that a leadership style has a dominant effect on morale. A principal is obliged to take parts actively to create teachers' secured feeling and a sense of certainty in doing their tasks (Pasek, et, al, 2013). The work ethic refers to the quality of character that is reflected through the performance as a whole in various dimensions of life (Wiriani, et.al., 2013). A teacher needs a

good work ethic which is related to work commitment. As Dantes (2011) stated that someone who has work ethic, will also have a characterized work commitment. Lack of teacher's work ethic reflects a negative self-concept which can be seen by the number of teachers who teach without innovation and creativity in the learning process. This kind of thing can degrade the teacher's performance in schools. Based on Pasek, et.al (2013) finding it was found that there is a significant determination between teacher's self-concept and their performance. This shows that the teacher's self-concept has contributed to the achievement effort of high work ethic.

A teacher who has a positive self-concept will certainly show perceptions and a good work ethic to their work, which eventually reflect a teacher's high professionalism. The enhancement of professionalism spirit is greatly affected by the efforts of improving work ethic (Buchari, 2004). It is supported by Dantes (2011) that by having a positive self-image, teachers will be able to perform a professional manner in managing the learning process. It can be assumed that teacher's work ethic could be improved if principals have a good leadership and positive self-concept, which then will be a change of school's quality improvement. Under these circumstances, the following studies include: 1) The stages of the principal's charismatic leadership, the teacher's self-concept and teachers' work ethic in the school; 2) the effect of a principal's charismatic leadership to teacher's work ethic in public elementary School of Pesanggrahan sub district; 3) the effect of the teacher's self-concept to teacher's work ethic; and 4) the effect of a principle's charismatic leadership to the teachers self-concept.

### 2. Research Methods

This study adopted quantitative approach by using a survey



method. As it is said by Sugiyono (2012) that the quantitative research can be interpreted as a positivism philosophy based research method, which is used to examine the population or a particular sample. There are three variables in this study, namely, teacher's work ethic as a dependent variable and principal's charismatic leadership and teacher's self-concept as independent variables.

Table 1. Samples of Public Elementary Schools

No	Name of schools	Location
1.	03 <i>Pagi</i> (morning) public elementary school	Pesanggrahan
2.	05 <i>Pagi</i> public elementary school	
3.	06 <i>Petang</i> (afternoon) public elementary school	
4.	08 <i>Petang</i> public elementary school	
5.	09 <i>Pagi</i> public elementary school	
6.	10 <i>Pagi</i> public elementary school	
7.	02 <i>Pagi</i> public elementary school	Bintaro
8.	04 <i>Pagi</i> public elementary school	
9.	05 <i>Pagi</i> public elementary school	
10.	11 <i>pagi</i> public elementary school	
11.	12 <i>pagi</i> public elementary school	
12.	13 <i>Pagi</i> public elementary school	
13.	01 <i>Pagi</i> public elementary school	Ulujami
14.	02 <i>Pagi</i> public elementary school	
15.	03 <i>Petang</i> public elementary school	

The data were analyzed by using descriptive and inferential statistical technique in order to create the significant meaningful data. (Murwani, 2008). Inferential data analysis is a data processing to test the next hypothesis in order to generalize the sample into the population. Before conducting inferential analysis, data analysis requirements should be tested using data normality test, data homogeneity, the data linearity, and the significance of regression (Murwani, 2008).

According to Nazir (1988) "descriptive research is a study to find the facts with proper interpretation, including studies that describe accurately the nature of some phenomenon, groups or individuals". Chua (2006) also added that descriptive statistics are used to describe the characteristics of the variables using symbols such as mean, standard deviation, percentage and normal distribution. Interpretation of descriptive analysis as described by Nunally (1978), namely: Mean score 1:01 to 2:00 (low); 2.01- 3.00 (a simple low); 3:01 to 4:00 (simple high); 4:01 to 5:00 (high).

The research instrument used is a questionnaire compiled by Likert scale model. Instruments work ethic is a score obtained from the teacher's work ethic that can be measured from the way of acting dimensions with the following indicators (1) Hard Work, (2) Discipline, and (3) Responsibility, attitude dimension with indicators (1) Rational decision-making, (2) Transparency, and (3) loyalty, and working value perception dimension with indicators (1) working persistent, (2) relationship building, and (3) commitment.

Instruments of principal's leadership are based on indicators: the implementation of the management basic functions,

The population in the study is 237 teachers of public elementary school in Pesanggrahan sub district, and its samples are 149 teachers of 6 elementary schools in Pesanggrahan, 6 elementary schools in Bintaro, and 3 elementary schools in Ulujami by using Slovin formula as seen in below table.

sub-indicators: (a) the supervision of the teacher, and (b) the direction of the teacher. (2) the need for performance, sub-indicators: (a) subsistence responsibilities, and (b) the desire of success. (3) intelligence, sub-indicators (a) the policy, (b) creative thinking, (c) the decisions, (d) firmness, (e) confidence, and (f) initiative.

Instrument of teacher's self-concept is a score that shows personal views including self-being, self-identification, self-consciousness, self-knowing, self-perception, self-concept, self-potential, self-critic, self-expression, self-confidence or self-reliance, self-actualization, self-awareness, self-appearance, self-renewal.

Before the instrument is used, it needs to be tested employing a measuring instrument by validity and reliability test. SPSS is used for a validity test of items by seeing the correlation between each item which the total score on the price corrected item-total correlation is greater than or equal to 0.41 (Santoso, 2000). A reliability test of all items or questions used in this study is considered reliable if the Cronbach alpha values is > 0.6. Reliability test is intended to see the consistency of the answers given by the respondent. Cronbach Alpha test is used for Calculation of reliability test (Sudijono, 1996).

### 3. The Result

#### 3.1. The stages of the principal's charismatic leadership, the teacher's self-concept and teachers' work ethic at schools

Three variables examined are: the principal's charismatic leadership, teachers' self-concept and teacher's work ethic. Descriptive research results can be seen in Table 1.

Table 1 Descriptive Statistics of Research Variable

	Descriptive	Leadership	Teacher's concept	self Teacher's work ethic
N	Valid	149	149	149
	Missing	0	0	0
Mean		117.1409	129.5839	119.3960
Median		119.0000	132.0000	120.0000
Mode		125.00	135.00	115.00
Std. Deviation		9.01652	8.63063	7.73883
Variance		81.298	74.488	59.889
Minimum		84.00	100.00	99.00
Maximum		130.00	140.00	133.00
Sum		17454.00	19308.00	17790.00

From the research data of table 1, it is known that principal's charismatic leadership, teacher's self-concept and teacher's work ethic have high stages. The existence of a good principal leadership in implementing a charismatic leadership style can provide a change in the school, which has implications for teacher's self-change and the teacher's work ethic.

### 12. The effect of a principal's charismatic leadership on teacher's work ethic in public elementary Schools of Pesanggrahan sub district, South Jakarta.

To find out the effect of principals' charismatic leadership to teacher's work ethic in schools, correlation and simple regression analysis were used. Simple linear regression analysis of the principal's charismatic leadership and teachers' work ethic variables results regression coefficient, which equal to 0.531 and constants of 57.149. Thus, the following regression equation is  $\hat{Y} = 57.149 + 0.531 X_1$ . The simple regression coefficient of principal's charismatic leadership to teacher's work ethic can be seen in table 2.

Table 2. The regression coefficient of charismatic leadership to work ethic

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	57.149	6.531		8.750	.000
Principal's charismatic leadership	.531	.056	.619	9.559	.000

#### a. Dependent Variable: Teacher Work Ethic

Next step is significance test and linearity regression model of principal's charismatic leadership with teacher's work ethic. Based on the test results in the table 2, it is concluded that the form of the principal's charismatic leadership effect to teacher's work ethic is linear and significant. The calculation result of the correlation coefficient of such variables obtained 0.619. Thus, the correlation coefficient  $r_{X_{13}} = 0.619$  is significant. It means that principal's charismatic leadership has a positive effect on teacher's work ethics, with a coefficient determination equals to  $r^2_{X_{1Y}} = 0.383$ . On the other word, 38.3% of the variation of teacher's work ethics is affected by principal's charismatic leadership. The test of simple correlation coefficient significance can be seen in Table 3.

Table 3. Simple Correlation Coefficient Significance Testing

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.619 <sup>a</sup>	.383	.379	6.09790

#### a. Predictors: (Constant), Principal's charismatic leadership

### 13. The effect of the teacher's self-concept on the primary school teacher's work ethic of Pesanggrahan sub district.

To find out the effect of teacher's self-concept on teacher's work ethic in schools, correlation and simple regression analysis were used. Simple linear regression analysis of teacher's self-concept and teachers' work ethic variables results regression coefficient, which equal to 0.531 and constants of 42.374. Thus, the following regression equation is  $\hat{Y} = 42.374 + 0.594 X_1$ . Teacher's self-concept effect towards teacher's work ethic can be seen in Table 4.



Table 4. The regression coefficient of Teacher's Self-Concept to Teacher's Work Ethic

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	42.374	7.191		5.892	.000
Teacher's self concept	.594	.055	.663	10.734	.000

Dependent Variable: teacher's work ethic

In the basis of significance test and linearity of the regression model, it is summed up that the form of teacher's self-concept effect towards teacher's work ethics is linear and significant. The calculation correlation coefficient obtained 0.663. Thus, a correlation coefficient 0.663 is significant, meaning that there is a positive effect of teacher's self-concept towards teacher's work ethics with 0.439 determination coefficient. This means that 43.9% of the teacher's work ethic variation is affected by the teacher's work ethic. The significance of the correlation coefficient test is presented in Table 5.

Table 5. Simple Correlation Coefficient Significance Testing

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.663 <sup>a</sup>	.439	.436	5.81398

a. Predictors: (Constant), teacher's self concept

#### 4. The effect of principal's charismatic leadership on teacher's self-concept in public elementary school of the Pesanggrahan sub district.

To find out the effect of principal's charismatic leadership to teacher's self-concept in schools, correlation and simple regression analysis were used. Simple linear regression analysis of principal's charismatic leadership and teacher's self-concept variables results regression coefficient, which equals to 0.602 and constants of 59.119. Thus, the following regression equation is  $\hat{Y} = 59.119 + 0.602 X_2$ . Principal's charismatic leadership effect towards teacher's self-concept can be seen in Table 6.

Table 6. The regression coefficient of principal's charismatic leadership towards teacher's self-concept

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	59.119	7.215		8.194	.000
Principal's charismatic leadership	.602	.061	.628	9.795	.000

Dependent Variable: Teacher's self concept

Next step is significance test and linearity regression model of principal's charismatic leadership on teacher's self concept. Based on the test results in the table 6, it is concluded that the effect of principal's charismatic leadership effect to teacher's self concept is linear and significant. The calculation result of the correlation coefficient of such variables obtained 0.628. It means that principal's charismatic leadership has a positive effect on teacher's self concept, with a coefficient determination equals to 0.395. In the other word, 39.5% of the variation of teacher's self concept is affected by principal's charismatic leadership. The test of correlation coefficient significance is presented in Table 7.

Table 7. Simple Correlation Coefficient Significance Testing

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.628 <sup>a</sup>	.395	.391	6.73625

a. Predictors: (Constant), Principal's charismatic leadership



### Discussion

Based on simple linear regression analysis of principal's charismatic leadership and teacher's work ethic variables, it can be said that the hypothesis of principal's charismatic leadership effect towards teacher's work ethic is acceptable. Thus, there is a positive effect of the principal's charismatic leadership towards teacher's work ethic.

The results are consistent with Mardjin Sjam quoted by Dirawat (1986) that leadership is the overall action to influence and invigorate people in a joint effort to achieve the goal. As a leader, the principal is required to have the ability to provide adequate management and leadership to take the initiative in improving the quality of schools (Wiriani, *et.al.*, 2013). Nawawi (1983) states that leadership is the process of motivating, influencing, motivating and directing people in the organization or educational institution, especially to achieve the formulated objectives.

Based on the finding, teacher's self-concept effect towards teacher's work ethics is acceptable. This result is in accordance with Malcolm and Heyes (1985) that one's good self-concept can develop his/her attitude and behaviour. A continuous self-renew activity of a teacher is able to increase teacher's professionalism in the learning process, so it'll show high performance in the student achievement at school. Having self-high-quality can provide teacher's positive self-image. Research conducted by Marjan, *et al.*, (2013) found that self-image has a significant determination towards teacher's professional attitude. Additionally, teacher's work ethic has a positive and significant determination towards professional attitude of teachers. That principal's charismatic leadership towards teacher's self-concept is acceptable as mentioned earlier. The result is consistent with the Fattah (2006) finding that a leader must have the physical and spiritual strength, and the spirit to achieve the goal. Yukl (2004) said that leaders influence the followers to organize works and motivate followers to achieve organizational goals.

### Conclusion

The principal as a school leader has a responsibility to influence school personnel to achieve the goals of the school. Since the purpose of the school is a dynamic concerning willingness and customer satisfaction. Principal should facilitate and transform the expectations and stakeholder's desires to become a school vision and then make it happen in an action on the education management. Principals are expected to have the capability of inspiring all people and stakeholder in managing the school as well. In addition, To be an effective leader, a school principal should be able to affect the entire school community he leads through positive ways to achieve the goal of education in schools. Leaders stimulate teacher's creativity and encourage them to find new approaches to old problems. Teachers are encouraged to think about the relevance of taste, value systems, beliefs, expectations and today's organizational forms. Principals can act as trainers and advisors for teachers and staff. Leaders pay attention, nurture, guide, and train every individual in particular and personal. Such leaders would be considered as

effective and satisfying leaders by peers and subordinates.

Teacher's self-concept has a very important role in creating a positive teacher's work Ethic. Teacher's self concept is an important part of an organization working life. This is understandable because the bad teacher's self-concept can cause a broad impact on the life of the organization. Each teacher's self concept has a different intensive and extensive level in term of commitment to the organization. Therefore, every person, regardless of their purpose, is required to have skills. The efforts to develop teacher's self-concept are not just to create attractive and warm conditions, but it also will have profound meaningful impact for education in a school. Since teacher's self concept is owned by each individual, one's personality will determine one's successful self concept. It might be inferred that not only is the success of teacher's self concept determined by the abilities and skills of teacher's self concept, but it is also by the quality of the personalities involved in their self-concept.

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