

How Charismatic Leadership, Division of Labor, and Organizational Culture Shape Teachers Performance in *Pesantren* Kulon Banon

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Abstract

This study aims to analyze the influence of charismatic leadership style, division of labor, and organizational culture on teachers' performance at *Pesantren* Kulon Banon. Respondents totaled 150 people. The sampling technique in this study used purposive sampling; the respondents were teachers who taught at the *Pesantren* Kulon Banon, and as many as 150 respondents were taken randomly with a lottery model. The analysis technique used is SEM (Structural Equation Modeling) AMOS. The results of this study indicate that 1) Charismatic leadership style has a positive and significant effect on teacher performance, 2) Division of labor has a positive and significant effect on teacher performance, and 3) Organizational culture has a positive and significant effect on teacher performance.

Keywords: charismatic leadership, division of labor, organizational culture, teachers performance.

Introduction

Pesantren, which is institutionalized in the community, especially in rural areas, is one of Indonesia's oldest Islamic educational institutions. Its beginnings were traditional, and it was a way to explore Islamic religious sciences as a guide to life (*tafaqquh fi al-din*) by emphasizing the importance of morals in society (Mastuhu, 1994). The emergence of *pesantren* in Indonesia is estimated to date back 300-400 years ago and reached almost all levels of Muslim society, especially in Java (Syafe'i, 2017).

Pesantren is a unique educational institution not only because of its very long existence but also because of the culture, methods, and networks applied by this religious institution. Because of its uniqueness, C. Geertz and Abdurrahman Wahid called it a subculture of Indonesian society (especially Java). During the colonial era, *pesantren* becomes the basis for the struggle of the native nationalists. The community felt the work of *pesantren* in various ways. One of the prominent examples is, in addition to the formation of *ulama* cadres and the development of Islamic knowledge, it is also a protest against the

Dutch East Indies colonial government. These protests were always driven by and from the *santri* (student). At least it can be mentioned, for example; the peasant rebellion in Cilegon-Banten 1888, Jihad Aceh 1873 (Kartodirdjo, 1993). The movement led by H. Ahmad Ripangi Kalisalak 1786-1875 and others is undeniable that pesantren has a significant role in the history of Islam in Indonesia (Steenbrink, 1994).

Law No. 18/2019 on Pesantren regulates the implementation of educational functions, *da'wah*, and community empowerment (Undang-Undang Republik Indonesia Nomor 18 Tahun 2019 Tentang Pesantren, 2019). Under the Pesantren Law, pesantren education is officially acknowledged as an integral component of the national education system. This legislation serves as a legal foundation for recognizing the vital role of pesantren in contributing to the preservation and development of the Republic of Indonesia. It also acknowledges their significance in upholding traditions, values, and norms, supporting diverse activities, enhancing the professionalism of educators and education personnel, and ensuring the quality of educational processes and methodologies (Hakim & Aksa, 2021). The Law on Pesantren serves as the legal foundation for ensuring equality in graduate quality, facilitating access for graduates, and promoting independence in the management of Pesantren. It also provides a legal basis for the Central and Regional Governments to support Pesantren development through various facilitation efforts (Zayadi, n.d.).

In its organizational structure, the pesantren is led by a *Kiai* with a central role in management and guidance. *Kiai* usually appoints senior santri as *lurah pondok* to help organize the daily life of the santri. This system aims to train the santri's independence and build a good relationship between the santri, the *kiai*, and God. Some typical elements of pesantren that distinguish them from other educational institutions are the hut as a place for santri to live, the mosque as a center of worship, and the yellow book as the primary reference in Islamic studies (Dhofier, 2011).

The performance of the foundation's management, which still depends on the influence of the foundation's leader (*kiai*), who has charisma, affects the performance of the management if the leader dies or hands over to someone else to lead the foundation. Performance is a measure of the success of an organization. Teacher performance, according to Hasibuan, is a result of the work achieved by a person in carrying out the tasks assigned to him based on skills, experience, seriousness, and time (Hasibuan, 2017). The success or failure of an organization can be seen in the synergy of the performance of leaders and

administrators in an organization; getting good results in achieving a goal in the organization is not an easy thing; many things must be done by a leader so that the administrators who help him always have a good working spirit in order to achieve the goals of the organization.

The main focus of this study is the dependence of the performance of foundation administrators, especially teachers in Pesantren, on the charismatic leadership of Kiai. When the highly influential Kiai passes away or hands over leadership to someone else, this can have a significant impact on the board's performance. One of the issues identified is the suboptimal performance of teachers, as evidenced by low discipline, difficulties in adapting after the pandemic, and a mismatch between the tasks assigned and the results achieved.

The main focus of this study is to analyze the influence of three main factors on teacher performance at Pondok Pesantren Kulon Banon: charismatic leadership style, division of labor, and organizational culture. The close relationship between the performance of administrators and the charismatic figure of Kiai is crucial. Leadership changes in pesantren due to death or handover to others can affect organizational stability and performance.

This analysis's basic concepts include performance theory, charismatic leadership, and organizational culture. According to Hasibuan, performance is the result of work achieved based on skills, experience, and seriousness, which is important in assessing the quality of teacher performance in pesantren (Hasibuan, 2017). Meanwhile, according to Robbins and Judge, charismatic leadership has an extraordinary appeal that can influence followers (Robbins & Judge, 2008). In the context of pesantren, the role of Kiai as a charismatic leader is decisive in empowering administrators and teachers. On the other hand, the organizational culture of pesantren, which prioritizes family values, cooperation, and religiosity, is much different from profit-oriented organizations. Therefore, leadership changes involving charismatic kiai figures can significantly affect the culture and performance of teachers.

Some novelty offered by this study include; First, the influence of Kiai's charismatic leadership style on teacher performance in pesantren, which has not been widely discussed in academic literature related to religion-based educational organizations. Second, this study shows how the culture of kinship and religiosity that characterizes pesantren can influence the dynamics of teacher performance, which is different from organizational culture in the profit sector. Third, this study's focus on the impact of leadership change, especially when the charismatic kiai figure no longer leads the pesantren, provides a new

perspective in understanding leadership transition in the context of religious education. Fourth, considering the post-pandemic challenges, this study also explores how adaptation to new conditions relates to teacher performance.

The main objective of this study is to analyze the influence of charismatic leadership style, division of labor, and organizational culture on teacher performance at Pesantren Kulon Banon. This study seeks to identify factors that affect teacher performance, especially those related to discipline, post-pandemic adaptation, and mismatches between tasks and performance results.

It is expected that the results of this study can make an important contribution to the development of leadership theory in pesantren, as well as provide practical insights for pesantren managers in improving teacher performance. The approach proposed in this study can strengthen the organizational culture that supports teacher performance and design effective strategies for leadership transition. In addition, the results of this study are expected to provide recommendations for pesantren or similar educational organizations in facing the challenges of cultural and leadership changes in the post-pandemic period.

Through this research, it is hoped that space will be opened for further studies on the relationship between charismatic leadership style, organizational culture, and division of labor on teacher performance in the religious education environment. The study's focus on the dynamics of leadership transition and post-pandemic adaptation provides new insights that can be used as a basis for more in-depth research in the future.

This research is a type of causal research because it aims to determine the causal relationship between the variables of charismatic leadership style, division of labor, organizational culture, and teacher performance at Pesantren Kulon Banon. Arikunto believes that if researchers have several hundred subjects in the population, they can determine approximately 25-30% of that number (Suharsimi, 2014). If the number of subject members in the population is only between 100 and 150 people, and the researcher uses a questionnaire to collect the data, then the subject should be taken as a whole. However, if the researcher uses a questionnaire technique, the number can be reduced according to the sample technique and the researcher's ability. This study's population was all Kulon Banon Pesantren teachers, totaling 176 teachers.

In determining how many samples are referring to the expert opinion which states that there are several requirements for the number of samples that

must be met if using Structural Equation Model (SEM) analysis, the number of samples is between 100-200 with a minimum of 5-10 multiplied by the number of research indicators (Sarwono, 2018). The sample of this study is as follows: The number of samples taken = number of indicators x 5 = 30 x 5 = 150. The sample in this study consisted of 150 respondents. The technique used in taking respondents is taking samples from members by distributing lottery paper and then randomizing up to 150 names of respondents.

The hypotheses in this study include the following: First, charismatic leadership style positively and significantly affects teacher performance. Second, the division of labor has a positive and significant effect on teacher performance. Third, organizational culture has a positive and significant effect on teacher performance.

Result and Discussion

Charismatic Leadership

Charismatic leadership can produce significant organizational change primarily in its followers by changing their goals, values, beliefs, and aspirations. Leadership style is a consistent pattern of behavior that leaders apply in working with and through others (Zebua, 2017). Charismatic leadership styles are leaders who have charisma and their style in their authority, as well as a mindset that consistently carries out the Vision and Mission in a pesantren. Charismatic in Greek means “grace”. Charismatic people have a special attraction to those around them, so they unconsciously follow the charismatic person.

In this case, Max Weber defines charismatic leadership as self-devotion to holiness, unquestionable heroism, or exemplary traits of a person, and from his discipline style (Wirawan, 2013). From this understanding, a leader should uphold honesty and heroic attitudes, which are applied to implemented policies. Charismatic leaders are leaders whose leadership is fully trusted by the community. He gets a special place before the community. He is adored, loved, respected, appreciated, and so on.

According to Stoner and Freeman, leadership is an interpersonal influence carried out in a particular situation (Stoner & Freeman, 1992). Moreover, it is directed through the communication process toward achieving one or more specific goals. Leadership style, as described by Rivai, refers to a collection of traits and behaviors utilized by leaders to influence their subordinates in achieving organizational objectives. It can also be understood as the preferred

and frequently employed pattern of actions and strategies adopted by a leader (Rivai & Mulyadi, 2014).

Charismatic leadership emphasizes the leader's behavior as a symbol, nonverbal communication, vision, and inspiration, demonstrating confidence and the leader's expectation of self-sacrifice from his followers to achieve the desired work results. Charismatic leadership can produce significant organizational change primarily in its followers by changing their goals, values, beliefs, and aspirations (Kreitner & Kinicki, 2001).

Division of Labor and Organizational Culture

The primary focus of the division of labor is job analysis, an activity aimed at identifying tasks to be performed and determining the individuals responsible for them. This process seeks to enhance both the quality of individual work and the overall performance of a pesantren. A pesantren can achieve optimal outcomes when its human resources perform their specific roles without overlapping responsibilities that might obstruct performance goals. Conducting a thorough job analysis is essential for organizational design, defining the division of labor, setting job specifications, and evaluating roles effectively.

Hasibuan suggests that the job division analyzes and designs what work needs to be done, how to do it, and why it must be done (Hasibuan, 2017). Job division is written information about what work must be done to achieve goals. The benefits of job division are that it will provide information about work activities, work standards, work context, personnel requirements, human behavior, and tools to be used.

Furthermore, Wibowo states that organizational culture is a shared value system that determines how teachers perform activities to achieve organizational goals (Wibowo, 2016). Meanwhile, according to Mangkunegara, organizational culture is a set of assumptions or belief systems, values, and norms developed in the organization that are used as guidelines for behavior for its members to overcome problems of external adaptation and internal integrity (Mangkunegara, 2009).

Meanwhile, Stoner and Gilbert explain that organizational culture is defined as the norms, values, and understandings shared (culture) of members of several organizations that support strict control at the top. Based on these opinions, it can be said that organizational culture is a controlling system and direction in shaping the attitudes, behavior, norms, and values of members in an organization with a unique nature and as a differentiator from other organizations (Stoner & Gilbert, 2014).

Teachers Performance

The Indonesian Ministry of National Education states that teacher performance is the ability of teachers to demonstrate their various skills and competencies (Chotimah, 2019). The essence of teacher performance is the ability of teachers to demonstrate their skills or competencies in the real world of work.

Wagiran defines teacher performance as the results teachers achieve in carrying out the assigned tasks based on skills, experience, seriousness, and time, with the resulting output reflected in quantity and quality (Wagiran, 2012). Based on the description above, it can be concluded that a teacher produces teacher performance in carrying out his duties based on his abilities, skills, experience, and competence.

Hypothesis Test Results

No	Hipotesis	C.R.	P
1	Charismatic leadership style has a positive and significant effect on teacher performance.	2,943	0,003
2	Division of labor has a positive and significant effect on teacher performance.	3,867	0,000
3	Organizational culture has a positive and significant effect on teacher performance.	2,219	0,026

Based on the data from the data processing results, it is known that the CR value = $2.943 > 1.645$ and P (probability) = $0.003 < 0.05$. This value shows results that meet the requirements, namely the CR (critical ratio) value of $2.943 > 1.645$ and the P (probability) value of $0.003 < 0.05$, so it can be concluded that hypothesis 4 in this study can be accepted. This shows that charismatic leadership style has a positive and significant influence on teacher performance, meaning that the better the charismatic leadership style, the better the teacher performance.

Based on the data from the data processing results, it is known that the CR value = $3.867 > 1.645$ and P (probability) = $0.000 < 0.05$. This value shows results that meet the requirements, namely the CR (critical ratio) value of $3.867 > 1.645$ and the P (probability) value of $0.000 < 0.05$, so it can be concluded that hypothesis 5 in this study can be accepted. This shows that the division of labor has a positive and significant effect on teacher performance, meaning that the better the division of labor, the better the teacher's performance.

Based on the data from the data processing results, it is known that the CR value = $2.219 > 1.645$ and P (probability) = $0.026 < 0.05$. This value shows results that meet the requirements, namely the CR (critical ratio) value of $2.219 > 1.645$ and the P (probability) value of $0.026 < 0.05$, so it can be concluded that hypothesis 6 in this study can be accepted. This shows that organizational culture positively and significantly influences teacher performance, meaning that the better the organizational culture, the better the teacher performance.

1. The Influence of Charismatic Leadership Style on Teacher Performance

The results of testing this hypothesis prove that charismatic leadership style positively and significantly affects teacher performance. This means that the better the charismatic leadership style applied by the teacher, the higher the teacher's performance will be; on the contrary, the poor charismatic leadership style applied by the teacher can cause the teacher's performance to decrease.

The results of the descriptive analysis where the indicator that has the lowest average is the fourth indicator, namely environmental sensitivity, because institutional leaders with physical and age limitations have limitations in interacting with the environment directly, and the lack of coordination lines between leaders and assistant leaders resulting in less mastering the environment. Leaders and teachers also do not infrequently have different opinions because of different points of view; a leader is oriented toward classical and ancient thinking, and a teacher is oriented toward modern and up-to-date. This means that the climate of cooperation is less in agreement and results in a less running system. Research conducted by (Aldian, 2019) and (Mahatika & Hendriani, 2022), found that charismatic leadership positively and significantly affects teacher performance.

2. The Influence of Division of Labor on Teacher Performance

The results of testing this hypothesis prove that the division of labor positively and significantly affects teacher performance. This means that the better the division of labor, the teacher's performance will increase; otherwise, if it is not good, it can cause teacher performance to decrease. Division of labor is a human effort to increase his efforts.

The descriptive analysis results of indicators with the lowest average are the first indicator, namely the education strata, because the Pesantren is very independent of the education strata. In contrast, what impacts teachers is learning and providing material with scientific provision and sincerity to create good students in morals and subject matter. In contrast, the highest average is

the fourth indicator, namely the details of work activities. From this study, the division of labor positively and significantly influences teacher performance. The results showed that the division of labor, which has indicators of teacher placement, workload, job specialization, job activity details, job responsibilities by activity details, and intellectual abilities, could improve teacher performance.

This research is in line with research conducted by (Taufik, 2020) and (Pahlepi et al., 2023), which found that the division of labor has a positive and significant effect on teacher performance.

3. The Influence of Organizational Culture on Teacher Performance

The results of testing this hypothesis prove that organizational culture positively and significantly affects teacher performance. This means that the better the organizational culture, the teacher's performance will increase; otherwise, if the organizational culture is not done well, it can cause teacher performance to decrease. Culture is the integration of human behavior, encompassing thoughts, language, and actions shaped through the learning process. Human life is deeply influenced by the culture of their environment. Similarly, in an organization or pesantren, the combination of values, beliefs, and behaviors of its members creates a distinctive organizational culture.

The results of descriptive analysis of the lowest indicator are in the sixth indicator, namely the mission, while the highest average is in the fifth indicator, namely adaptability. The organizational culture in Pesantren is very different from other organizations. Pesantren organizations are formed with Islamic principles that shape the character of someone who enters the environment, especially a teacher, where the profession is an important component in the sustainability of educational institutions. Moreover, pesantren institutions have a non-profit character teaching their religious teachings, commonly called *ikhlas lilahi ta'aala*. Teachers teach solely in order to get rewards. From this study, organizational culture shows a positive and significant influence on teacher performance. The results showed that organizational culture with innovative indicators, attention to detail, results orientation, team orientation, adaptability, and mission can improve teacher performance.

The results of research conducted by (Komarudin, 2018) and (Asrul et al., 2021) suggest that organizational culture positively and significantly affects teacher performance.

Conclusion

Based on the above analysis, it can be concluded that; First, charismatic leadership style positively and significantly influences teacher performance. This statement can be interpreted as the better the teacher's charismatic leadership style, the better the teacher's performance will improve. Second, the division of labor positively and significantly influences teacher performance. This statement can be interpreted as the better the division of labor owned by the teacher, the teacher's performance will increase. Third, organizational culture also positively and significantly influences teacher performance. This statement can be interpreted as the better teachers carry out the organizational culture, the better the teacher performance will also increase.

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