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THE CHARISMATIC LEADERSHIP OF PROF. IMAM SUPRAYOGO IN IMPROVING THE QUALITY OF EDUCATION

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Abstract. Prof. Imam Suprayogo is a Maulana Malik Ibrahim State Islamic University professor and was the campus's rector. Charismatic leadership is a leadership style owned by Prof. Imam Suprayogo. Many figures admire the figure of Prof. Imam Suprayogo, a leader who develops institutions while developing people in his institutions and a promoter of the advancement of Islamic Higher Education, especially in improving the quality of his education. This research uses a qualitative approach with a descriptive type of research. The researcher collected the data using interviews, observations, and documentation. The analysis techniques use interactive analysis techniques. The implementation of the validity of the data is carried out by checking credibility, dependability, and confirmability. The results of the study revealed that there are five characteristics of charismatic leadership used by Prof. Imam Suprayogo in improving the quality of education, namely: (1) exemplary, (2) linguistics/rhetoric, (3) *silaturahmi/sowan*, (4) compassion, (5) participation, and (6) function approach.

Keywords: Charismatic Leadership; Quality of Education

I. INTRODUCTION

Leadership is the activity of influencing, encouraging, inviting, and directing subordinates that a leader performs (Hoang et al., 2020). Anyone who exercises leadership in a group, institution, or organization is called a leader. An institution or organization led by a leader has a significant impact on the organization. Since they hold a key position in their institution or organization, leaders play an important role in the management process (Filho et al., 2020). To be able to carry out his/her duties properly and correctly and achieve the goals that have been set, a leader must have competent skills (Fauzi, 2021)

Islam calls it the Caliph or Khalifah, which means representative or successor. This term was used after the death of the Prophet Muhammad saw. However, it can also refer to the Qur'an as an example of QS. al-Baqarah verse 30,

وَإِذْ قَالَ رَبُّكَ لِلْمَلَائِكَةِ إِنِّي جَاعِلٌ فِي الْأَرْضِ خَلِيفَةً قَالُوا أَتَجْعَلُ فِيهَا مَن يُفْسِدُ فِيهَا وَيَسْفِكُ الدِّمَاءَ وَنَحْنُ نُسَبِّحُ بِحَمْدِكَ وَنُقَدِّسُ لَكَ قَالَ إِنِّي أَعْلَمُ مَا لَا تَعْلَمُونَ ﴿٣٠﴾

Meaning: Remember when your Lord said to the Angels: "I

am going to place a Caliph on earth." They said: "Why would You make (the caliph) on earth a man who would make mischief to him and shed blood, Whereas We are always consecrated by praising You and sanctifying You?" The Lord said: "Verily I know what ye do not know (QS. Al-Baqarah: 30).

Each leader has a different style. In research conducted by Khodijah & Putra (2020), leadership style largely determines the success of an organization. According to (Prasetyo & Anwar, 2021), an effective leadership style has three types: transactional, charismatic, and transformational. Charismatic leadership is a leadership style that has a tremendous influence on its members because the charisma it possesses makes its followers submissive.

Charismatic leadership is a leadership style that has a relationship with supernatural power, where the power is a gift or gift given by God Almighty, so certain people only own it (Behr, 2021). A special appeal for its followers is the charismatic influence of the leader. His followers will respect him because of the way the leader is. Therefore, charismatic

leadership tends to have a large number of followers. (Le Blanc et al., 2021). Meanwhile, according to (Novitasari et al., 2021), Charismatic leaders are leaders who embody a motivational atmosphere based on commitment and emotional identity to their vision, philosophy, and style in their subordinates.

The six dimensions of the charismatic leadership model include: (1) empathy display, (2) project self-assurance, (3) enhance the leader's image, (4) assure followers of competency, and (5) provide followers with opportunities to experience success. The great influence caused by a person who applies charismatic leadership is being able to change the focus of members from a personal focus to a collective focus (Dartey-Baah & Addo, 2018)

A person with charisma is also believed to have bright ideas and can overcome them in times of social crisis. A person with charisma is believed to have extraordinary speech skills, has a vision of his leadership, and can operationalize his vision in the form of a mission, goals, and strategic steps to achieve his goals (Supratman et al., 2021). In connection with this, his followers are so submissive and obedient to him that even they are willing to work and sacrifice for the leader. His followers are emotionally involved in working and supporting his leadership (Mangundjaya & Amir, 2021). Therefore, it is not very easy to explain why a person with charisma is so attractive and influential in the surrounding environment and always looks striking from every decision and action

Charismatic leadership has a uniqueness that interests the author in exploring it because it is usually only owned by a few people already of high rank and knowledge (Cohen & Yoon, 2021). Before the author chose Prof. Imam Suprayogo, a professor of Maulana State Islamic University Malik Ibrahim and had been the rector of the campus, as the object of the study, previously, Prof. Imam had been the vice-rector at UMM accompanying Prof. Malik Fadjar for 13 years. Furthermore, he developed the Muhammadiyah campus into a respected private campus in Indonesia. UMM used only to have hundreds of students. After Prof. Imam took office, the number of students increased to tens of thousands from all corners of the country.

Prof. Imam's work continued at STAIN Malang in 1997. At that time, the Ministry of Religion planned to give autonomy to all IAIN branch faculties throughout Indonesia to change to STAIN. So that the emergence of STAIN Malang following the Decree of the Minister of Religious Affairs No. 11 of 1997. The same year, Prof. Imam was selected as Assistant Chairman I of STAIN Malang. After only six months as Assistant Chairman I, Prof. Imam was elected as chairman of STAIN, replacing Mr. Djumransyah. At only 46 years old, Prof. Imam is trusted to be a leader at STAIN Malang. So on January 7, 1998, Prof. Imam Suprayogo was officially inaugurated by the Minister of Religious Affairs, dr. Tarmidzi Taher as Chairman of STAIN Malang. This event is the beginning of the charismatic leadership of Imam Suprayogo in leading the campus, which is currently called UIN Maulana Malik Ibrahim Malang. After being inaugurated, Prof. Imam Suprayogo developed the concept of education through the 10th Anniversary strategic plan of STAIN Malang, one of

which was to make STAIN Malang a university. This fact surprised various circles of the STAIN academic community who thought Prof. Imam was dreaming in broad daylight.

A leader faces various challenges while making changes. As a social organization, the changes occurring in the Islamic education world are also inseparable from rejection or personal and group resistance. The rejection of a personal/individual educational culture is primarily influenced by essential human characteristics such as perceptions, personalities, and individual needs. Therefore (Izzo et al., 2021) identify 5 (five) reasons why individuals resist change, habits, security, economic factors, fear of the unknown, and selective information processing.

However, Prof. Imam remained with his dream to change STAIN into a University. Various efforts were made to reach this dream, starting from improving the quality of human resources, and establishing cooperation with various groups, both government and private. So, at the end of 2004, STAIN Malang changed to the State Islamic University of Malang. "Many used to doubt my dream, but finally it can be realized. I have faith in my desires, and I will continue striving to make them happen" (Interview September 9, 2022).

Many figures admire the figure of Prof. Imam Suprayogo, a leader who develops institutions while developing people in his institutions and a promoter of the advancement of Islamic Higher Education (Prof. Mas'ud Said in imam Al Jamiah's book). This statement was also strengthened by the recognition of Prof. Yahya Muhaimin (former Minister of National Education who stated that the development of UIN Malang is a reflection of Prof. Imam's work which is very useful for the Indonesian nation, especially in improving the quality of education.

Research by Muali et al. (2022) examined the improvement of teacher work discipline in madrasah through charismatic leadership, resulting in several points, namely; 1) A strong personality aura that is respected is one that affects teacher work discipline; 2) Responsible for tupoksi and position is a consideration for teachers to be disciplined; 3) Visionary in preparing and innovating the future direction of the madrasah; and 4) Being a role model in all aspects for subordinates in discipline.

Meanwhile, research by Wahidin et al. (2020) concluded that democratic leadership style has a positive and significant effect on teacher performance, autocratic leadership style has a positive and significant effect on teacher performance, bureaucratic leadership style and charismatic leadership style have a positive and significant effect on teacher performance.

And research by Hazzam & Wilkins (2023) found that lecturers' charismatic leadership and technology use were each significantly related to student engagement, which predicts student learning performance and satisfaction. Furthermore, it was found that in the group of students with low self-efficacy, lecturers' charismatic leadership and technology use significantly increased students' behavioral engagement.

There are some gaps in understanding or conflicts in current knowledge between this research and previous research, which focuses on Prof. Imam Suprayogo's

charismatic leadership in improving the quality of education in general and does not specifically discuss student involvement in it.

This study is aimed at a variety of readers, including students, researchers, education practitioners, and education stakeholders. This manuscript has novelty because it reveals a relevant case study in the context of Indonesian education, presenting new insights into charismatic leadership. In addition, charismatic leadership remains relevant in educational management, able to motivate staff, improve teaching quality, and relevant in an era of constant change in the world of education, understanding its impact on educational change and transformation.

II. METHODS

This research design was carried out using a qualitative approach. The qualitative approach is generally defined as a research approach that involves in-depth observation of individuals in the context of their environment, direct interaction with respondents, and wholehearted efforts to understand the language and interpretations used by respondents to explain the social reality around them (Busetto et al., 2020). The type of research used is descriptive research, which has the main purpose of describing social phenomena with great detail and rigor.

Qualitative research refers to a type of research that focuses on an in-depth understanding of individual lives, history, actor behavior, processes, organizational functions, social movements, or interrelationships (Luxton & Sbicca, 2021). In this context, this research aims to uncover, explain, and provide comprehensive insights into how Prof. Imam Suprayogo's charismatic leadership contributes to improving the quality of education.

This research focuses on subjects that can provide relevant insights regarding Professor Imam Suprayogo's charismatic leadership in improving the quality of education. The main subject in this study is Professor Imam Suprayogo himself. In selecting the sample, we consider the involvement of research subjects who have a deep understanding of Professor Imam Suprayogo's role in efforts to improve the quality of education. This is important so that the data obtained can make a substantial contribution to this study.

In order to collect accurate and valid data in qualitative research, researchers utilize three main methods, namely interviews, observation, and documentation (Khoa et al., 2023). The essence of the data collection process in this study is the direct involvement of the researcher in the process, using tools such as a voice recorder, interview guide, and other necessary equipment. The data analysis method used in this research is an interactive analysis technique (Miles et al., 2018). This technique involves three steps of analysis that are carried out simultaneously, namely data reduction, data presentation, conclusion drawing, and verification, thus ensuring the validity and accuracy of the research results.

In this study, researchers have applied three data validation methods, namely reliability, credibility, and collaborative validation. Data reliability is used as a step to ensure data validity, by strengthening the belief that the data obtained

from the research subject is true and accurate. The aim is to show that what is observed by the researcher is in accordance with the facts that exist in the context of the research subject. The process of testing data reliability in this study was carried out through method triangulation and data source triangulation (Aguilar-Solano, 2020). Triangulation of methods involves comparing information or data obtained from different methods. For example, data obtained through observation is compared with the results of interviews. By looking at different perspectives, researchers can get closer to the truth in data analysis. In addition, triangulation of data sources involves seeking information from different sources and different data collection processes, such as documents, history, archives, official records, portraits, or photographs. Thus, the aim is to ensure reliable truth by combining various data sources. The combination of these two triangulation techniques aims to validate the qualitative data analysis used in this study.

To maintain the integrity and validity of the data, as well as minimize potential errors in the processing of the research results, the approach used was collaboration with professional experts in relevant fields. The interpretation of the data collected was discussed with them, so that the research could follow corrections from individuals who have in-depth knowledge in the subject under study. This step aims to ensure that the research results are defensible and gain strong scientific validation. In this research, two important aspects applied are confirmability and dependability. Confirmability is used to assess the results of the research, especially in the context of the descriptions and findings found during the research. This involves an in-depth discussion of the research results and ensuring that the interpretations given are in line with the data at hand. Meanwhile, dependability is used to assess the research process itself, from data collection to the preparation of the final report. With these two aspects in place, the hope is that the research results will meet the standards and requirements needed in qualitative research, so that it can be considered a quality and reliable research.

III. RESULTS AND DISCUSSION

Leadership Style

Fries, Kammerlander, & Leitterstorf, (2021) define leadership as the ability to influence a group towards achieving a vision or goal that has been set. Leadership is the art of influencing and directing people through obedience, trust, honor, and sincere cooperation in achieving common goals (Khan et al., 2020), most definitions of leadership reflect the assumption that leadership relates to the deliberate process of a person to emphasize his strong influence on others to guide, create structures, and facilitate activities and relationships within a group or organization.

A leader is a person that can influence others (By, 2021). Warren Bennis (in Tandon, Singh, Tandon, & Batra, 2020) says that an effective leader can see through the fog of reality to interpret events and explain complex things that are vague and ambiguous. According to (Essa & Alattari, 2019), leadership style is a behavioral norm used by a person at a time when the person tries to influence the behavior of others

as he sees it. Nawawi (2003:115) defines leadership style as the behavior or method chosen and used by the leader in influencing the thoughts, feelings, attitudes, and behaviors of the members of his subordinate organization.

The path-goal theory was developed by House in 1971 to explain how a leader behaves using the framework of motivation theory. According to Bans-Akutey (2021), the theory of path goals is a theory that states that the leader has to assist the followers in obtaining their goals and provide direction and or support to ensure that their goals correspond to the overall goals of the group or organization. (Xie et al., 2018), leadership styles fall into three categories, namely:

Situational Leadership Style

The situational leadership style is a leadership style that focuses on subordinates, the subordinates in question are employees in a company or organization. The situational leadership style is applied by looking at the readiness and maturity of its employees to carry out the mandate given by the leader (Thompson & Glasø, 2018). This readiness and maturity are derived from how well the direction and guidance the leadership provides and the emotional support that the leader provides to the employees. The formation of readiness and maturity in employees can ultimately cause an increase in performance (Chapman, 2018).

Transformational Leadership Style

Transformational leadership styles focus on developing followers and considering their needs (Lai et al., 2020). Leaders who focus on transformational leadership focus on developing the overall value of subordinate systems, the development of morality, their skills, and their level of motivation. Transformational leadership acts as a strong bridge between followers and leaders to develop a clear understanding related to the level of motivation, values, and interests (Buil et al., 2019).

Charismatic Leadership Style

According to some experts, charismatic leadership is considered one of the most successful because it can carry out its subordinates following what is considered an important leader, especially the vision and mission (Olley, 2021). Charismatic leadership will give rise to motivation and innovation for his subordinates and is seen as a boost of enthusiasm for his subordinates. Another opinion is expressed at this time where most theorists argue that charisma is the result of the perception of members and the attributes that the leader has that are influenced by the actual ability, behavior of the leader in his leadership that cares about the individual and collective needs of its members (Tuan & Thao, 2018).

Quality of Education

Priyambodo & Hasanah (2021) quality in education is an evaluation of the process of education, which enhances the need to achieve and develop the talents of the customers of the process, and at the same time, meets the accountability standards set by the clients who pay for the process or the outputs from the process of educating. This opinion explains that quality in education is an evaluation of the educational process that increases the need to achieve and the process of developing the talents of customers (learners) and, at the same

time, meets the standards of accountability set by clients (stakeholders) who pay for the process or output of the educational process.

Certainly, criteria and indicators are required to evaluate the quality of education. Fadhli (2017) revealed many good quality indicators in educational institutions. These include 1) high moral values; 2) excellent examination results; 3) the support of parents, businesses, and the local community; 4) plentiful resources; 5) the application of the latest technology; 6) strong and purposeful leadership; 7) the care and concern for pupils and students; 8) a well-balanced and challenging curriculum. This view explains that a quality and good school must have: 1) high moral values/character; 2) excellent exam results; 3) the support of parents, the business world, and the local community; 4) abundant resources; 5) implementation of the latest technologies; 6) strong leadership and purposefulness (vision); 7) care and care for students; 8) a balanced and relevant curriculum.

Research Findings and Discussion

Each form of leadership has its own unique traits, and one of them is charismatic leadership. This leadership style is closely associated with supernatural powers, considered a gift of God that only some individuals possess. The charisma of charismatic leaders has a strong appeal, so followers are attracted to and respect the leader. Charismatic leaders often have a large following, and this has been the subject of interesting research (Jamal & Bakar, 2017).

Professor Imam Suprayogo is a clear example of a leader who applies charismatic leadership. In a study involving observations and interviews, it can be concluded that he has the typical traits of charismatic leadership, such as charisma, authority, high self-confidence, and strong vision. In charismatic leadership theory, a person's leadership period has certain characteristics and behaviors that can be well explained (Breevaart & de Vries, 2021).

Charismatic leadership often involves certain elements or enabling factors that can be used by individuals in social or community situations to determine whether or not they have charisma. A leader in this type of leadership is often obeyed by their followers, and factors such as heredity or possessing certain magical skills can contribute to their charismatic appeal. Although obedience to charismatic leaders tends not to always be rational as charisma tends to disregard objectivity (Shamir et al., 2018).

Charismatic leaders usually have exceptional energy, attractiveness and communication skills, which allow them to influence others. They have a clear vision and mission during their leadership period, and have strong authority. However, the characteristics of charismatic leaders are still an interesting subject of research. Some theories emphasize the importance of self-esteem that can be felt by those around them, as well as strong confidence, especially in one's own abilities and those of one's team, as key characteristics of charismatic leaders (Spoelstra, 2019; Zribi & Boufateh, 2020).

In addition, visionary leadership is also a characteristic of charismatic leaders, where they are able to create ideas and

visions that motivate organizational members. These leaders are also able to unite organizational members to achieve the desired vision through the process of socialization and transformation (Davis, 2019).

In conclusion, charismatic leadership is a unique leadership style, involving charisma, authority, and overwhelming appeal. Professor Imam Suprayogo is a striking example of a charismatic leader, and key characteristics of this kind of leader include perceivable self-esteem, strong self-confidence, and the ability to create a vision that motivates others. This leadership style continues to be an interesting subject of research in the field of management and leadership (Joullié et al., 2021).

In addition to the research findings on charismatic leadership, researchers found various distinctive features possessed by Professor Imam Suprayogo in the context of leadership. These traits include various aspects that distinguish this leader:

First, Professor Imam Suprayogo uses language and aspirations to improve educational standards. His language is straightforward, easy to understand, and has the power to calm the mind, inspire and motivate anyone who listens to him. This ability makes Professor Imam Suprayogo's power in socializing the concept of institutional change very strong and different from other authorities. In particular, his oratory skills and use of religious language, such as talking about jihad, ikhlas, worshipping for the pleasure of Allah, etc., influence his followers, most of whom are devout santri, to work better.

Second, Professor Imam Suprayogo promotes the concept of good deeds that includes three main dimensions: professionalism, devotion and sincerity, and the overall benefit of life. This concept contains values that are applied in every action and decision, emphasizing the importance of integrity, devotion, and wider benefits.

Third, Professor Imam Suprayogo developed leadership principles that involve memory, thought, and good deeds. This approach is reflected in his practice, especially in directing behavior that can be emulated by his followers. A good leader must set an example with concrete actions, and Professor Imam Suprayogo managed to apply this concept well. He also utilized structural movement by starting from himself to carry out his leadership mandate and responsibility at UIN Maliki Malang. This skill helps build strong trust from his followers.

Fourth, Professor Imam Suprayogo actively uses strategies to strengthen ties in order to improve educational standards. In addition, he employs the strategy of friendship and affection to build a close relationship with the elders or kiaiKiyai as well as the students on his campus. He believes that familiarity, trust, understanding and openness between the leader and the led can encourage positive initiative and creativity within the community.

Fifth, Professor Imam Suprayogo applies a participation and function approach to ensure that each individual feels a sense of involvement and responsibility in structuring change. He tends to dislike rules that stifle creativity and emphasizes uses over symbols. This approach creates a bond of

brotherhood and allows his followers to feel a sense of belonging and have an active role in the change effort.

In conclusion, Professor Imam Suprayogo is a leader who has unique characteristics in leadership. His strong language skills, the values he holds, the approach he employs, and his ability to influence and inspire his followers are important aspects of his leadership that are worthy of emulation and further research. Her approach successfully reduced resistance to change and helped achieve shared goals and success in the educational context.

Alternative interpretations of the research findings involve two main aspects:

- 1) First, a critique of charismatic leadership: the concept of charismatic leadership can be seen as a potentially dangerous form of authoritarianism, where followers follow the leader due to personal appeal, rather than rational consideration, resulting in the risk of unobjectivity.
- 2) Second, the variability of the impact of leader characteristics: Charismatic leader characteristics such as perceived self-worth, self-confidence, and the ability to create a vision, can have varying effects depending on the context, either as a source of motivation or potential insensitivity to feedback.

IV. CONCLUSION

This study concludes that Prof. Imam Suprayogo has a charismatic leadership style. Based on the statements of respondents, his characteristics are charismatic leadership characteristics, namely charismatic/authoritative leadership, having high self-confidence, and visionary managers. In addition, related to charismatic leadership, researchers found distinctive features in the charismatic leadership style of Prof. Imam Suprayogo in improving the quality of education. The characteristics are: a) Prof. Imam Suprayogo uses the method through language (*bil lisan*) and exemplary (*bil haal*), also called internal socialization, by influencing organizations that will improve the quality of education through exemplary and linguistic/oral approaches; b) Prof. Imam Suprayogo uses a method of getting closer to the community, through the approach of *silaturahmi / sowan* and affection, participation, and function. Thus, five characteristics of charismatic leadership aim to improve the quality of education, namely: (1) exemplary, (2) linguistics/rhetoric, (3) *silaturahmi/sowan*, (4) compassion, (5) participation, and (6) function approaches.

The research findings show that these characteristics have a positive impact on improving the quality of education, and the use of language and example are important tools in charismatic leadership. The study also recognizes variations in the charismatic leadership model that can be applied by other educational leaders to achieve similar outcomes. Thus, this study makes a significant contribution to the understanding of charismatic leadership and how it can be applied to improve education quality. The findings can be used as a guide by other educational and organizational leaders who want to achieve positive and sustainable change.

V. LIMITATIONS

This study has several limitations that need to be considered. First, the generalizability of the findings is limited because this study only applies to the specific case of Prof. Imam Suprayogo and his environment, making it difficult to apply the results to other contexts or leaders. Second, there is subjectivity in the conclusions of this study as it relies on Prof. Imam Suprayogo's personal perception. In addition, this study is limited to a specific period in Prof. Imam Suprayogo's leadership, so it cannot reflect changes in leadership characteristics that may occur over time. This study also only measures the short-term impact of charismatic leadership characteristics, so it is important to consider the long-term impact. Finally, there is potential for measurement error in identifying charismatic leadership characteristics and educational quality improvement. To improve the validity of the findings, future research should consider using more comprehensive methods, involving larger samples, controlling for other variables and conducting long-term impact analysis.

Based on the limitations identified in this study, research on Prof. Imam Suprayogo's charismatic leadership and its influence on educational quality can serve as a springboard for more original and comprehensive research exploring the role of self-directed learning in the context of educational leadership. This will help fill the knowledge gap and provide a more holistic view of how educational leaders can influence learning and the overall quality of education.

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