

Exploring Charismatic Leadership and Personality Competence: Keys to Fostering Teacher Motivation

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Abstract

This research focuses on understanding the impact of charismatic leadership, personality competencies, working environment conditions, social support, and work-life balance on teachers' work motivation in various educational institutions. This study aims to explore in depth the influence of charismatic leadership and personality competence on their work motivation in Madrasah Ibtidaiyah (MI) Hasanuddin. The research method used is a quantitative survey study through questionnaires distributed to teachers in various educational institutions, using regression analysis to identify the relationship between independent variables (such as charismatic leadership and personality competence) and dependent variables (teacher work motivation). The results of this study show a significant influence of Charismatic Leadership and Personality competence on Teacher Work Motivation in MI Hasanuddin. Descriptive analysis found a high level of charismatic leadership, personality competence, and teacher work motivation. Linear regression analysis corroborates these findings by showing that both factors significantly affect teacher work motivation; in particular, charismatic leadership contributes more than personality competence. The implications of this study show that Charismatic Leadership and Personality competencies significantly influence teacher work motivation, highlighting the importance of the role of leadership and personal development of teachers in creating a motivating work environment.

Keywords: Charismatic Leadership, Personality competence, Teacher Work Motivation

Introduction

In education, teachers are the main pillars that form the basis of students' intellectual, emotional, and social development¹. The

presence of teachers is not only a teacher but also a leader who provides direction and motivation to students to achieve their best potential². However, a teacher

¹ Hasanah Faiqoh Maulidah et al., "Teacher Assistance in the Development of Merdeka Curriculum Learning Devices," *Communautaire: Journal of Community Service* 2, no. 2 (2023): 98-107.

² Istianatul Hasanah, Hefniy Hefniy, and Abdul Wahid Zaini, "Strengthening Brand Identity: Embracing Local Wisdom through Character Education Management," *Indonesian Journal of*

must possess charismatic leadership qualities and strong personality competencies to be an effective and motivating leader³. In this context, research on the influence of charismatic leadership and personality competence on work motivation becomes essential to improve the quality of education.

In addition to their role as educators who must be able to plan, implement, and systematically evaluate learning⁴, teachers also play a significant role in shaping work motivation through charismatic leadership. This type of leadership greatly influences teachers' enthusiasm and dedication in fulfilling their duties. As a result, the role of charismatic leadership has become a central topic in management and educational literature due to its substantial impact in motivating teachers to achieve learning goals effectively and purposefully. Charismatic leadership theories emphasize a leader's ability to evoke followers' inspiration, trust, and commitment⁵. In education, teachers with charismatic leadership can create emotional bonds with students and

colleagues, thus encouraging them to work with passion and enthusiasm⁶.

In addition to charismatic leadership, personality competencies are essential in shaping teachers' work motivation⁷. Personality competencies include interpersonal abilities, empathy, assertiveness, and integrity⁸. A good personality-competence teacher can establish positive relationships with students, co-workers, and parents, increasing their work motivation⁹. The ability to understand and respond to individual needs, as well as having integrity and decisiveness in carrying out their duties, are also factors that can affect teachers' motivation level¹⁰.

While many studies have explored the relationship between charismatic leadership, personality

Education and Social Studies 2, no. 2 (2023): 83–94.

³ Moch Mahsun and Ilfi Nur Diana, "Konsep Islamic Leadership Sultan Muhammad Al-Fatih," *Hikmah: Journal of Islamic Studies* 18, no. 2 (2015): 155–64.

⁴ Husnol Khotimah et al., "Increasing the Competence of Islamic Religious Education Teachers From a Madrasah-Based Management Perspective," *Managere: Indonesian Journal of Educational Management* 6, no. 1 (2024): 13–26.

⁵ Efrita Norman, Arman Paramansyah, and Abdul Wahid Zaini, "The Influence of Inspiring Leadership and Religiosity on Teacher Performance," *Al-Tanzim: Jurnal Manajemen Pendidikan Islam* 8, no. 2 (2024): 438–50.

⁶ Abdul Wahid Zaini et al., "Internalisasi Nilai-Nilai Pendidikan Agama Di Sekolah: Perspektif Manajemen Pendidikan Islam," *Journal of Educational Management Research* 1, no. 2 (2022): 82–94.

⁷ Muhammad Hengky Wijaya, Abu Khoir, and Abdul Wahid Zaini, "Fostering Public Trust: The Transformative Leadership of School Principals," *Indonesian Journal of Education and Social Studies* 1, no. 1 (2022): 51–62.

⁸ Sevia Diana and Abdul Wahid Zaini, "Nurturing Excellence: Leveraging Service Quality for Competitive Advantage in Islamic Boarding Schools," *Journal of Educational Management Research* 2, no. 1 (2023): 13–28.

⁹ Kenneth Leow, Cheng Ean Lee, and Serena Leow, "Job Satisfaction and Mental Wellbeing among High School Teachers in Malaysia," *Jurnal Psikologi Malaysia* 34, no. 3 (2020).

¹⁰ Umar Manshur, "Strategi Kepala Madrasah Dalam Meningkatkan Kinerja Guru Di MTS Negeri 1 Probolinggo Dengan Mts Nurul Jadid Paiton Probolinggo," *Nusantara Journal of Islamic Studies* 1, no. 2 (2020): 138–47, <https://doi.org/10.54471/njis.2020.1.2.138-147>.

competencies, and work motivation, some gaps in the literature need to be filled¹¹. Some studies focus on one aspect only, while others ignore the influence of contextual factors that can moderate the relationship between those variables. Therefore, comprehensive and integrated research on the impact of these two factors on teacher work motivation is needed to provide a deeper understanding.

This study reveals the complexity of the factors underlying the motivational dynamics of educators in Madrasah Ibtidaiyah (MI) Hasanuddin to dissect the subtle interactions between intrinsic and extrinsic motivational drives, charismatic leadership, and personality competencies in the socio-cultural context of the institution. By diving into contextual nuances and pedagogical diversity, the study aims to distinguish differences in motivational contours across grade levels and subject domains while uncovering teacher motivation's downstream impact on students' pedagogical effectiveness and academic achievement. Through this holistic investigation, the research aims to provide insights that can be implemented to shape transformational policies and interventions to optimize educational outcomes in MI Hasanuddin's education landscape.

Previous research studies have examined the complex

relationship between charismatic leadership variables, personality competencies, and teacher work motivation. For example, research by Zhao et al.¹² suggests that effective charismatic leadership enhances employees' intrinsic motivation by inspiring and reinforcing an organization's sense of identity.

On the other hand, some studies, such as those conducted by Hardiyanto¹³. This study confirms that success at work is often influenced by certain personality factors, such as self-confidence, ambition, and the ability to manage interpersonal relationships. In an educational context, teachers who have strong personality competencies tend to be more motivated and able to inspire their students. In addition, previous research has also explored the complex interactions between the two variables. For example, research conducted by Ozgenel¹⁴ suggests that charismatic leadership can catalyze the development of more robust personality competencies.

However, although studies have outlined the relationship between these variables separately, more in-depth research is still needed to comprehensively understand how the three interact and influence teacher work motivation together. Future studies may adopt a

¹¹ Dewiana Novitasari et al., "Understanding the Links between Charismatic Leadership, Intrinsic Motivation and Tacit Knowledge Sharing among MSME Employees," *International Journal of Social and Management Studies* 2, no. 3 (2021): 1–13.

¹² Caihong Zhao et al., "Charismatic Leadership and Millennial Employee Innovation Performance Relationship Mediated by Employees' Leadership, Professional, and Organizational Identification," *Social Behavior and Personality: An International Journal* 49, no. 1 (2021): 1–11.

¹³ Hardiyanto, "Revitalizing the Prophetic Teacher Ethic in Developing Human Resources for Education."

¹⁴ Ozgenel, "The Role of Charismatic Leader in School Culture."

holistic, multi-method approach to mapping the complex dynamics behind teachers' work motivation, considering the contextual factors that moderate those relationships.

The novelty in this study is the integration of charismatic leadership variables, personality competence, and teacher work motivation in the context of Madrasah Ibtidaiyah (MI) Hasanuddin. Although there have been previous studies investigating the relationship between each variable separately, the uniqueness of this study lies in its holistic approach. This study explores the individual influence of charismatic leadership and personality competencies and analyzes how the complex interaction between the two variables affects teachers' work motivation. In addition, this study adds value by focusing on the specific context of MI Hasanuddin, which may have unique characteristics and internal dynamics that differ from other educational institutions.

This study aims to explore in depth the influence of charismatic leadership and personality competence on their work motivation in Madrasah Ibtidaiyah, MI Hasanuddin. The first step is to identify and understand the profile of the charismatic leadership present at MI Hasanuddin and analyze its impact on teachers' work motivation in the educational environment. Furthermore, this study aims to investigate the personality competencies possessed by teachers in MI Hasanuddin and evaluate the extent to which these competencies affect their work motivation.

Method

This research will use a quantitative approach with a survey design¹⁵. This approach was chosen to systematically collect data from respondents on the influence of charismatic leadership and personality competence on their work motivation at MI Hasanuddin. The survey design allowed researchers to efficiently collect data from many respondents, representing a wide variation in MI Hasanuddin's teacher population.

Data collection techniques in this study will involve using specially designed questionnaires¹⁶. The questionnaire will consist of two main parts: the first part will measure teachers' perceptions of the charismatic leadership of their principals or leaders in MI Hasanuddin. In contrast, the second part will measure teachers' perceptions of their personality competencies. In addition, the questionnaire will include a scale to measure teachers' motivation levels in MI Hasanuddin. The questionnaire will be distributed to teachers working at MI Hasanuddin.

For data analysis, descriptive statistical methods will be used to analyze the characteristics of the sample of respondents, such as age, gender, work experience, and education

¹⁵ Haradhan Kumar Mohajan, "Quantitative Research: A Successful Investigation in Natural and Social Sciences," *Journal of Economic Development, Environment and People* 9, no. 4 (2020): 50–79.

¹⁶ Hamed Taherdoost, "Data Collection Methods and Tools for Research; a Step-by-Step Guide to Choose Data Collection Technique for Academic and Business Research Projects," *International Journal of Academic Research in Management (IJARM)* 10, no. 1 (2021): 10–38.

level. Furthermore, multiple regression analysis will examine the relationship between the independent variable (charismatic leadership and personality competence in MI Hasanuddin) and the dependent variable (teacher work motivation). This analysis will help determine the influence the two independent variables have on teacher motivation in MI Hasanuddin¹⁷. In addition, other statistical tests, such as the coefficient of determination test, will be used to evaluate how well regression models can explain variations in teacher motivation in MI Hasanuddin. Thus, this study is expected to provide a deep understanding of the factors influencing teacher motivation in MI Hasanuddin.

Results

- 1 The influence of charismatic leadership and personality competence on teacher motivation

In the era of education that continues to develop, the critical role of leadership and lecturer performance in improving the quality of graduates is the main focus for higher education institutions. Therefore, research on the influence of these two factors has become a deep concern. This research aims to investigate the positive impact of transformational leadership and lecturer performance on improving the quality of graduates. Thus, this research is expected to provide a deeper understanding of effective strategies for improving the quality of higher education.

¹⁷ Mohajan, "Quantitative Research: A Successful Investigation in Natural and Social Sciences."

- 2 Descriptive Analysis of Charismatic Leadership and Personality Competencies on Teacher Work Motivation

A descriptive analysis of charismatic leadership, teachers' personality competencies, and their work motivation is the first step to understanding the characteristics of the variables observed in this study. Charismatic leadership is interpreted as the nature of inspiration, vision, and the ability to motivate others, while personality competencies include interpersonal, communication, empathy, and classroom management. Teacher work motivation includes intrinsic and extrinsic motivation and organizational factors that affect job satisfaction. Descriptive statistics summarize the data distribution, with graphs and tables aiding in visualization. With this descriptive analysis, we can understand the initial relationship between these variables in the research context.

Table 1. Descriptive Statistics of Charismatic leadership (X1), Personality competence (X2), and Motivation of Teacher (Y).

Descriptive Statistics					
	N	Mini mum	Maxi mum	Mean	Std. Devia tion
X1	50	64	100	87.42	8.636
X2	50	64	100	87.66	9.499
Y	50	61	98	84.36	8.174
Valid	50				

Based on the data provided in Table 1, 50 respondents were observed in this study. The charismatic leadership variable's

minimum score is 64, and the maximum is 100, with an average of 87.42 and a standard deviation of 8.636. The same thing happened to the personality competency variable, where the minimum and maximum scores were the same as charismatic leadership, with an average of 87.66 and a standard deviation of 9.499. As for the teacher's work motivation variable, the minimum score is 61, and the maximum is 98, with an average of 84.36 and a standard deviation of 8.174. These results show that, in general, respondents show a high level of charismatic leadership and personality competence, as well as high teacher work motivation. In addition, a relatively low standard deviation indicates that the data tends to be homogeneous, meaning that the variation between respondents is not too significant.

3 Linear Regression Analysis

Linear regression analysis is a statistical method used to understand the relationship between one or more independent variables and dependent variables. In this study, linear regression analysis will be used to evaluate the influence of the independent variable, namely charismatic leadership and personality competence, on the dependent variable, namely teacher work motivation. Using this analysis, we will explain the extent to which these independent variables can explain variations in the dependent variable and how significant their effect is in increasing teacher motivation.

a. Dependent Variable: Teacher Work Motivation

Table 2. Coefficients

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
X1	.538	.102	.569	5.265	.000
X2	.321	.093	.372	3.447	.001

Table 2 shows that the variables Charismatic Leadership and Personality Competence have regression coefficients (B) of 0.538 and 0.321, respectively, against Teacher Work Motivation. This standard coefficient shows the expected change in the dependent variable (Teacher Work Motivation) when the independent variable (Charismatic Leadership and Personality competence) changes by one unit. Furthermore, the standard coefficients for these two independent variables are accompanied by the beta coefficient, which measures the relative contribution of each independent variable to the dependent variable in the regression model. In this context, the beta coefficient shows that Charismatic Leadership contributes more (0.569) than Personality competence (0.372) to Teacher Work Motivation. In addition, significant t-test scores ($p < 0.05$) for both independent variables showed that both significantly influenced Teacher Work Motivation. Thus, these results suggest that Charismatic Leadership and Personality competencies significantly influence Teacher Work Motivation, with Charismatic

Leadership making a more significant contribution.

Table 3. Anova Test

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1477.924	2	738.962	19.342	.000 ^b
	Residual	1795.596	47	38.204		
	Total	3273.520	49			

a. Dependent Variable: Teacher Work Motivation
b. Predictors: (Constant), Charismatic Leadership, Personality Competencies

Based on Table 3, ANOVA (Analysis of Variance) analysis was performed to test the overall significance of the regression model. The ANOVA test results show that the Sig. Value (significance) is less than 0.05 ($p < 0.05$), which indicates that the regression model as a whole is significant. This suggests that at least one independent variable contributes significantly to the dependent variable, Teacher Work Motivation. Furthermore, an F-ratio value of 19.342 also shows that the regression model has a high significance level. Therefore, we can conclude that Charismatic Leadership and Personality competence significantly affect Teacher Work Motivation.

4 Determination analysis

Determination analysis, also known as the coefficient of

determination (R-squared), measures how well the independent variable (transformational leadership and lecturer performance) explains variations in the dependent variable (graduate quality) in a linear regression model. In this case, the coefficient of determination is the proportion of variation in graduate quality that can be explained by the

a. Predictors: (Constant), Charismatic Leadership, Personality Competencies independent variable in the regression model.

Table 4. Determination analysis

Model Summary				
Model	R	Adjusted R Square	Std. Error of the Estimate	
1	.672 ^a	.684	.428	6.181

Determination analysis, also known as the coefficient of determination (R-squared), evaluates how well a regression model can account for variations in the dependent variable. In the context of this study, determination analysis will provide an understanding of how much variability in teacher work motivation can be explained by regression models that use Charismatic Leadership and Personality competencies as predictors.

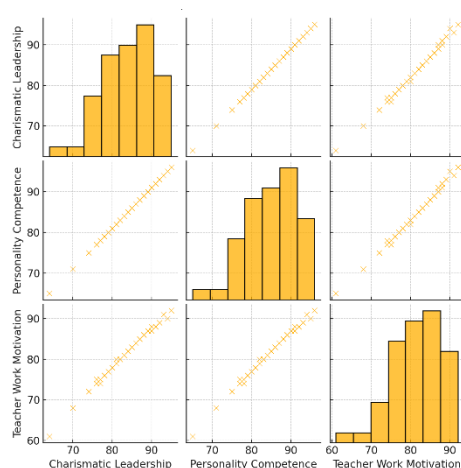


Figure 1. Pairplot Determination Analysis

The pair plot visualization reveals significant insights into the relationships between charismatic leadership, personality competence, and teacher work motivation. The diagonal elements of the pair plot, represented by histograms, show that the scores for charismatic leadership, personality competence, and teacher work motivation are primarily concentrated between 70 and 90, with peaks around 85. This indicates a relatively high level of these attributes among the respondents.

The off-diagonal elements, represented by scatter plots, illustrate the relationships between the pairs of variables. The scatter plot comparing charismatic leadership and personality competence shows a strong positive correlation, indicating that higher scores in charismatic leadership are associated with higher scores in personality competence. Similarly, the scatter plot comparing charismatic leadership and teacher work motivation reveals a strong positive correlation, suggesting that teachers who perceive higher levels of charismatic leadership also exhibit

higher work motivation. Lastly, the scatter plot between personality competence and teacher work motivation demonstrates a strong positive correlation, implying that higher personality competence is linked to higher teacher work motivation.

The pair plot highlights that charismatic leadership and personality competence significantly enhance teacher work motivation. These findings support the conclusion that leadership qualities and personal competencies are crucial factors in motivating teachers. This comprehensive visualization underscores the importance of developing these attributes to improve educational outcomes and teacher performance.

Discussion

Based on the results of the determination analysis on the resulting regression model, an R-squared value of 0.684 was obtained. This means that about 68.4% of the variation in teacher work motivation can be explained by independent variables in the model, namely Charismatic Leadership and Personality competencies. Thus, these results suggest that the regression model used is quite effective in explaining variations in teacher work motivation. However, about 31.6% of the variation in teachers' work motivation could not be explained by the independent variables fed into the model, which may have been due to other factors not included in the analysis or by uncertainties in the measurement of the variables.

The results of this study indicate a significant influence of both factors, namely Charismatic Leadership and Personality competence, on Teacher Work Motivation at MI Hasanuddin. The

results of the descriptive analysis showed that respondents showed a high level of charismatic leadership and personality competence, as well as high teacher work motivation. Linear regression analysis reinforces these findings by showing that both factors significantly influence teachers' work motivation. In particular, charismatic leadership contributes more than competence in the teacher's personality in increasing teacher work motivation. These findings are consistent with previous studies highlighting the importance of charismatic leadership roles in improving individual motivation and performance in the work environment. In addition, the determination analysis showed that about 68.4% of the variation in teacher work motivation could be explained by independent variables in the model. In comparison, the remaining 31.6% of variation might be influenced by other factors not included in the analysis. These results provide a deeper understanding of effective strategies for increasing teacher work motivation, which can positively impact the overall quality of higher education. The study also contributes to the previous literature by reinforcing findings on the importance of charismatic leadership and personality competencies in motivating academic staff, which are relevant to the current educational context.

The above research results are relevant to previous studies. Ozgenel's research¹⁸ found that charismatic leadership shown by school leaders positively impacts teacher work motivation. They

highlight that charismatic leadership includes inspiring and motivating academic staff, devising a shared vision, and providing vital support. These findings align with our study's results, which show that charismatic leadership significantly contributes to increasing teacher motivation.

In addition, another study conducted by Hardiyanto¹⁹ emphasized the importance of personality competencies, such as interpersonal skills and empathy, in shaping a positive work climate and increasing teacher work motivation. They found that teachers with high personality competencies tended to be more motivated and perform well. These results support our findings, showing that personality competencies significantly influence teachers' work motivation. Thus, our research reinforces previous findings and provides a more comprehensive understanding of the factors affecting teachers' work motivation, which can contribute to developing management policies and practices in higher education institutions.

5. Conclusion

The study revealed that charismatic leadership and personality competencies significantly influence teachers' work motivation in educational institutions. These findings highlight the importance of developing strategies and programs to improve leadership qualities and personality competencies to improve the motivation and performance of academic staff. By understanding

¹⁸ Ozgenel, "The Role of Charismatic Leader in School Culture."

¹⁹ Hardiyanto, "Revitalizing the Prophetic Teacher Ethic in Developing Human Resources for Education."

these factors more deeply, educational institutions can take concrete steps to strengthen a positive and productive work environment, which in turn can contribute to an overall improvement in the quality of education. The implications of this research can also provide a basis for developing more effective education policies, especially regarding human resource management in higher education institutions. Therefore, the study not only has solid academic relevance but also has substantial

practical implications in the context of educational management and academic staff development.

In addition, future research may broaden the scope of variables by considering other factors that might influence teachers' work motivation, such as working environment conditions, social support, and work-life balance. By incorporating these factors into the analysis, we can better understand the complexity of teacher work motivation.[.]

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