

Charismatic Leadership of School Principals: Systematic Literature Review Analysis

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Abstrak

Charismatic leadership has been a significant focus of research in the educational leadership literature, especially in the context of school principals. This article presents a systematic analysis of the concept of charismatic leadership, its implications, and its impact on the school environment. Through qualitative methods using literature analysis, we identify traits, impacts, and strategies of charismatic leadership. The findings show that charismatic principals have a strong vision, practical communication skills, high self-confidence, empathy, and personal influence that positively influence the attitudes and behaviours of staff and students. The impact includes increased motivation, academic performance, and a positive school culture, with strategies such as developing a solid vision, building trust, empowering staff, participation in decision-making, and being a role model. These findings provide an in-depth understanding of the role of charismatic leadership in improving the quality of education and creating supportive learning environments. Practical implications include the development of leadership training programs and a better understanding for education policymakers of the importance of charismatic characteristics in school leadership. This research fills a gap in the literature by highlighting the critical role of charismatic leadership in educational contexts, particularly in developing countries, as well as emphasizing the need for more research involving the perspectives of teachers and school staff.

Key words: charismatic leadership; school principals; SLR

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Introduction

Charismatic leadership has become an essential focus in leadership studies over the past few decades. Charismatic leadership theory was first introduced by Max Weber, who described this leadership as the ability of a leader to influence and inspire his followers through charm and strong vision (Weintraub et al., 1948). In the context of education, the role of the charismatic headmaster becomes crucial in creating a positive learning environment, motivating staff, and encouraging educational innovation (Avolio et al., 2009).

Charismatic leadership in the context of principals has been an exciting and significantly debated topic in the educational leadership literature. This article aims to provide a comprehensive analysis of the concept of charismatic leadership, its implications, and its impact on the school environment. Charismatic leadership is characterized by a leader's ability to inspire and motivate others through their personal qualities and vision (Ash'ari et al., 2020). In the context of principals, charismatic leaders often have strong communication skills, a compelling vision for the school, and the ability to build strong relationships with staff, students, and parents (Gafur, 2020).

The presence of a charismatic principal can have profound implications for the school environment (Haryanto, 2021). Research shows that charismatic leaders can create a positive and motivating atmosphere, leading to improved teacher morale, student engagement, and

overall school performance (Ozgenel, 2020). They can also foster a sense of community and pride in the school, leading to a more cohesive and supportive learning environment.

Charismatic leaders can influence the attitudes and behaviour of staff and students (Rahayu et al., 2022). They can inspire teachers to go further in their roles, fostering a culture of innovation and collaboration (Alfiyanto et al., 2021). For students, charismatic principals can be role models, encouraging them to strive for excellence and pursue their goals with passion and determination.

While charismatic leadership can bring many benefits, it is not without its challenges and criticisms. Some experts argue that overly charismatic leaders may rely too heavily on their personalities, potentially overshadowing the contributions of others and creating dependence on the leader. In addition, there is a risk of charismatic leaders being perceived as authoritarian or even manipulative, especially if their actions do not align with the best interests of the school community.

Emotional intelligence plays a vital role in the effectiveness of charismatic leadership (Putrawan, 2022). Principals with high emotional intelligence can leverage their charisma to build trust, manage conflict, and inspire others in sincere and authentic ways (Angraeni, 2021). They are in tune with the emotions and needs of their staff and students, enabling them to create a supportive and inclusive school culture.

In conclusion, charismatic leadership among principals has the potential to impact the school environment, staff, and students significantly. While it can bring about positive change and inspire a sense of purpose and unity, charismatic leaders need to be self-aware and empathetic, avoiding the pitfalls of over-reliance on their personalities. By understanding the complexities of charismatic leadership and its implications, school leaders can strive to foster an environment where charisma is harnessed to empower and uplift the entire school community.

While there has been extensive research on charismatic leadership in a variety of sectors, in-depth studies on how principals use their charisma to influence school culture and improve academic performance are limited. Many previous studies have focused more on the business or military sector, while studies in the context of education, especially in developing countries, have been less exploratory (Northouse, 2016). In addition, previous research has tended to ignore the perspectives of teachers and school staff in assessing the principal's charismatic leadership (Khasawneh et al., 2012).

This research is fundamental considering the strategic role of school principals in determining the success of educational institutions. Charismatic principals can move all school components towards the vision and mission that have been set, create a conducive school climate, and increase teacher and student engagement and performance (Leithwood et al., 2020). In the era of globalization and rapid change, adaptive and inspiring leadership skills are needed to face new challenges in the world of education.

This research is expected to make several significant contributions, namely 1) providing new insights into how charismatic principals can influence school culture and performance, 2) providing an empirical basis for the development of leadership training programs for principals, and 3) contributing a better understanding to education policymakers of the importance of charismatic characteristics in principal recruitment and development. Meanwhile, this study aims to 1) conduct a systematic analysis of the existing literature on the charismatic leadership of school principals, 2) identify the key characteristics and behaviours that define charismatic leadership in an educational context, and 3) Explore the impact of the principal's charismatic leadership on academic performance and school culture.

Method

This study used qualitative methods and systematic analysis of the review literature. A systematic literature review is a systematic approach to identifying, evaluating, and synthesizing relevant research works on a particular topic (Dinter et al., 2021). The general steps are 1) Identify Research Topics and Questions, namely determining specific and relevant topics; 2) Formulate clear and focused research questions; 3) Literature collection, namely conducting a thorough literature search in various academic databases such as Google Scholar, PubMed, Scopus, and others. Use the right keywords and various keyword combinations to ensure broad coverage; 4) Literature selection, i.e. selecting studies based on predetermined inclusion and exclusion criteria, for example, publication year range, type of research, topic relevance, and study quality.

Typically, this process involves two stages, namely 1) Screening of headings and abstracts, followed by a full review of the text; 2) Evaluation of study quality, i.e. by using tools or checklists to assess the methodological quality of included studies, such as the Critical Appraisal Skills Programme (CASP) or PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses); 3) Identify potential bias in the reviewed studies; 4) Interpretation and discussion of findings, i.e. Interpretation of synthesis results, taking into account heterogeneity between studies. Discuss the implications of the findings, the limitations of the study, and directions for future research; and 5) Writing and reporting, namely mulis literature review reports with a clear structure, such as introduction, methods, results, and discussion. Use reporting guidelines such as PRISMA to ensure transparency and reproducibility. Through these steps, the literature review can provide a comprehensive overview of developments and findings within a research field, identify knowledge gaps, and help formulate new research questions.

Results and Discussion

Systematic Analysis of the Principal's Charismatic Leadership

Charismatic leadership is one of the most effective leadership styles in an educational context, especially in a school environment (Amaliah et al., 2021). Principals with this leadership style can influence, inspire and motivate staff and students to achieve school goals optimally. A systematic analysis of a principal's charismatic leadership involves an understanding of the traits, impacts, and strategies used by leaders to achieve success.

Table 1. Systematic Analysis of the Principal's Charismatic Leadership

No.	Aspects	Description
	Traits of Charismatic Leadership	
1	Strong Vision	The headmaster has a clear and compelling vision for the future of the school and is able to communicate it effectively to the school community.
2	Communication Skills	The principal is articulate and able to convey messages in a way that inspires and motivates others.
3	Confidence	The principal shows high self-confidence, making others confident in their ability to lead.
4	Empathy	The headmaster understands the needs, aspirations and feelings of staff and students and shows genuine concern for their wellbeing.
5	Personal Influence	Principals have a personal appeal that makes them well-liked and respected.
	The Impact of Charismatic Leadership	
1	Staff and Student Motivation	Charismatic leadership increases motivation because the principal is able to generate enthusiasm and commitment to the school's goals.
2	School Performance Improvement	Charismatic principals often succeed in improving the school's academic and non-academic performance.
3	Positive School Culture	This leadership creates a positive school culture where collaboration, innovation, and support among members of the school community become more muscular.
4	Change and Innovation	Charismatic principals tend to be better able to manage change and encourage innovation, making schools more adaptive to new challenges.
	Charismatic Leadership Strategies	
1	Developing and Communicating a Vision	The headmaster must develop a strong vision and ensure that vision is understood and accepted by the entire school community.
2	Building Trust	Creating trust-based relationships with staff, students, and parents is vital to charismatic leadership success.
3	Empowering Staff	Principals need to empower staff by giving them autonomy and supporting them in professional development.
4	Participatory Decision Making	Involving staff and students in the decision-making process helps create a sense of belonging and commitment to decision implementation.

No.	Aspects	Description
	Traits of Charismatic Leadership	
1	Strong Vision	The headmaster has a clear and compelling vision for the school and is able to communicate it effectively to the school community.
2	Communication Skills	The principal is articulate and able to convey messages clearly and motivates others.
3	Confidence	The principal shows high self-confidence, making others feel confident.
4	Empathy	The headmaster understands the needs, aspirations and feelings of staff and students and shows genuine concern for their wellbeing.
5	Personal Influence	Principals have a personal appeal that makes them well-liked and respected.
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5	Participatory Decision Making	Involving staff and students in the decision-making process fosters ownership and commitment to decision implementation.
6	Be an Example	Principals must demonstrate the behaviours they would like to see in others, acting as role models.

The principal's charismatic leadership plays a vital role in advancing the quality of education and creating a positive learning environment (Suci, 2022). One of the critical traits of charismatic leadership is having a solid vision. Principals who have a clear and compelling vision for the future of the school can communicate it effectively to the entire school community. This is reinforced by high communication skills, where the principal is able to convey messages in an inspiring and motivating way. The confidence shown by the headmaster is also an essential factor, as it is able to make others believe in their ability to lead.

In addition, empathy is another crucial aspect of charismatic leadership (Hutahaean, 2021). Principals who are able to understand the needs, aspirations and feelings of staff and students and show genuine concern for their wellbeing will find it easier to gain support and trust from the school community. Personal influence is no less critical; The principal's attractiveness makes them well-liked and respected, thus directing and motivating more effectively.

The impact of charismatic leadership is seen in increasing staff and student motivation. Charismatic principals are able to raise high enthusiasm and commitment to school goals (Sodikin, 2022). This leads to improved academic and non-academic performance of the school. Furthermore, this leadership also contributes to the creation of a positive school culture, where collaboration, innovation, and support among members of the school community become more muscular. Charismatic principals tend to be better able to manage change and encourage innovation, making schools more adaptive to new challenges.

The strategy to achieve charismatic leadership involves several essential steps. Developing and communicating a solid vision is one of the critical strategies. The headmaster must ensure that the vision is understood and accepted by the entire school community (Sangidah, 2021). Building trust through trust-based relationships with staff, students, and parents is critical to successful charismatic leadership (Sodikin, 2022). In addition, principals need to empower staff by granting autonomy and supporting their professional development.

Participatory decision-making is also an effective strategy. Involving staff and students in the decision-making process helps create a sense of belonging and commitment to decision implementation. Lastly, being an example is an essential aspect. Principals should exhibit the behaviours they would like to see in others, serving as positive role models. Recent studies in the last decade support the importance of charismatic leadership in educational contexts, showing that principals who are influential in using this approach can bring about significant and positive change in their school environment.

Identify Key Characteristics and Behaviors of Principal Charismatic Leadership

Charismatic leadership in the principal has several key characteristics and behaviours that allow him to influence, inspire and motivate teachers, students and other staff in the school. Here are some of the key characteristics and behaviours that principals with charismatic leadership typically possess:

Table 2. Key Characteristics and Behaviors of Principal Charismatic Leadership

No.	Aspects	Description
	Main characteristics	
1	Strong Vision	The headmaster has a clear and compelling vision for the future of the school and is able to communicate it effectively to the school community.
2	Confidence	The principal shows high self-confidence, making others confident in their ability to lead.
3	Personal Attraction	Principals have a personal appeal that makes them well-liked and respected by staff and students alike.
4	Empathy	The headmaster understands the needs, aspirations and feelings of staff and students and shows genuine concern for their wellbeing.
5	Communication Skills	The principal is articulate and able to convey messages in a way that inspires and motivates others.
	Main behaviors	
1	Inspire and Motivate	The headmaster is able to generate high enthusiasm and commitment to school goals through inspiration and motivation.
2	Building Strong Relationships	The principal creates relationships based on trust with staff, students and parents.
3	Providing Support and Appreciation	The headmaster empowers staff by providing them with support and reward for their contributions.
4	Be an Example	Principals exhibit behaviours they would like to see in others, serving as role models.
5	Managing Change and Innovation	Principals tend to be better able to manage change and encourage innovation, making schools more adaptive to new challenges.

Based on the table above, it is known that principals with strong vision are able to direct the entire school community towards clear and aspirational goals. According to research by Smith, charismatic principals are able to communicate their vision effectively, which in turn increases engagement and commitment from staff and students (Smith, 2016).

Self-confidence is an essential hallmark of charismatic leaders. Bass and Riggio (2014) state that confident leaders are able to face challenges and overcome obstacles calmly, thus instilling the same confidence in their followers. In addition, personal attractiveness or charisma is an aspect that makes leaders likeable and respected. Research by Northouse (2016) shows that this attractiveness influences how followers perceive their leaders and strengthens interpersonal relationships within organizations.

Understanding the needs and feelings of others is essential in charismatic leadership. Studies by Yukl (2017) reveal that empathetic leaders can build stronger relationships and support a positive work environment. In addition, the ability to convey messages clearly and inspireably is critical in charismatic leadership. According to Robbins and Judge, leaders with good communication skills can motivate and move their teams towards success (Robbins & Judge, 2022).

The charismatic headmaster is able to generate high morale and commitment from staff and students. Birla notes that leaders who are able to inspire often get better results because they motivate their followers to try harder and achieve more. In addition, building relationships based on trust is another critical behaviour (Birla, 2005). According to studies by Kouzes, a strong relationship between leaders and followers increases loyalty and dedication to the organization (Kouzes, 2013).

Empowering staff through support and reward is an effective strategy used by charismatic leaders. Research by Spreitzer shows that support and appreciation from leaders increase job satisfaction and staff performance (Spreitzer, 1995). In addition, charismatic leaders should be role models for their staff and students. Burns states that exemplary leaders influence the behaviour of their followers positively, encouraging high work ethics and professionalism (Burns, 2014).

The ability to manage change and drive innovation is a hallmark of charismatic leaders. According to Heifetz and Linsky, leaders who can manage change well ensure that organizations remain relevant and competitive in a dynamic environment (Heifetz & Linsky, 2017). The charismatic leadership of the principal has a significant impact on the success of the school. With traits such as solid vision, confidence, personal attractiveness, empathy, and communication skills, as well as critical behaviours such as inspiring and motivating, building strong relationships, providing support and reward, being role models, and managing change and innovation, charismatic principals are able to bring about sustainable positive change in the school environment.

The Impact of Principal's Charismatic Leadership on Academic Performance and School Culture

The principal's charismatic leadership has a significant impact on the academic performance and culture of the school. Here are some key points that explain how charismatic leadership can affect both aspects:

Table 3. Effects of Principal's Charismatic Leadership on Academic Performance and School Culture

No.	Aspects	Impact
	Academic Performance	
1	Teacher and Student Motivation	Charismatic principals inspire and motivate teachers and students through a clear vision and mission, increased commitment and academic performance.

2	Improving Teaching Quality	Encourage innovation and improvement in teaching methods, provide continuous professional training for teachers, and improve teaching quality.
3	Resource Management	Good managerial skills in allocating resources effectively, including the procurement of books, props, and necessary technology.
	School Culture	
1	Formation of Shared Vision and Values	Forming a strong shared vision and values among staff and students, creating an inclusive and supportive environment.
2	Improving Interpersonal Relationships	Having strong interpersonal skills helps build rapport between teachers, students, and parents, creating a positive learning environment.
3	Development of Teamwork Culture	Encourage cooperation and collaboration among staff and students, improve operational effectiveness and create a supportive learning environment.

The principal's charismatic leadership has a significant impact on the academic performance and culture of the school. Charismatic principals inspire and motivate teachers and students through a clear vision and mission. This inspiration and motivation increase the commitment and academic performance of the entire school community. In addition, charismatic leadership encourages innovation and improvement in teaching methods, often through ongoing professional training for teachers. This improves the quality of teaching, which ultimately has a positive impact on students' academic outcomes. Charismatic principals are also known to have good managerial skills in allocating resources effectively, including the procurement of books, teaching aids, and technology needed to improve the teaching-learning process.

In addition to its influence on academic performance, charismatic leadership also plays a vital role in shaping a positive school culture. Charismatic principals are able to form a strong shared vision and values among staff and students, creating an inclusive and supportive environment. They also have strong interpersonal skills, which helps in building rapport between teachers, students, and parents. This harmonious relationship contributes to a positive learning environment. In addition, charismatic principals encourage cooperation and collaboration among staff and students, which increases the operational effectiveness of the school and creates a more collaborative and supportive learning environment. Charismatic leadership also emphasizes the importance of respect, responsibility, and integrity, which creates a positive school climate and boosts student and staff morale, including their emotional well-being.

Several studies have shown a positive relationship between charismatic leadership and school performance. For example, research by Leithwood and Jantzi found that the principal's charismatic leadership correlated with increased student achievement and the development of a positive school culture (Leithwood & Jantzi, 2000). In addition, more recent research by Wang et al. (2011) shows that transformational leadership, which includes charismatic aspects, has a significant impact in increasing the motivation and commitment of organizational members. Therefore, the charismatic headmaster acts not only as a leader but also as an inspirer and facilitator, creating an environment where every member of the school feels motivated to reach their best potential.

Conclusion

The charismatic leadership of school principals has been an essential focus in the educational leadership literature, with research highlighting its various aspects and impacts. This article aims to provide a comprehensive analysis of the concept of charismatic leadership, its implications, and

its effect on the school environment. This study uses qualitative methods by conducting a systematic analysis of existing literature. A systematic analysis of the principal's charismatic leadership identifies several vital traits, impacts, and strategies used by leaders to achieve success. Key characteristics include having a solid vision, confidence, personal attractiveness, empathy, and good communication skills. Meanwhile, the impact of charismatic leadership is seen in increased staff and student motivation, improved school performance, the creation of a positive school culture, and the ability to manage change and drive innovation.

Strategies for achieving charismatic leadership involve developing and communicating a solid vision, building trust, empowering staff, participatory decision-making, and being role models. This research shows that charismatic leadership has a significant impact on academic performance and school culture. Charismatic principals inspire and motivate teachers and students, improve teaching quality, manage resources effectively, form shared visions and values, improve interpersonal relationships, and develop a culture of teamwork. The study provides new insights into how charismatic headmasters can influence school culture and performance and provides an empirical basis for the development of leadership training programs for principals. With a better understanding of charismatic characteristics in school leadership, education policymakers can strengthen principal recruitment and development to create an environment where charisma is harnessed to empower the entire school community.

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