RESEARCH ARTICLE

THE WORK CULTURE IN ISLAMIC SCHOOL BASED ON PESANTRENIN LAMPUNG PROVINCE, INDONESIA

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Manuscript Info	Abstract
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This study was aimed to find; 1) the concept of work culture in Islamic school based on pesantren, 3) the principle leadership behavior of Islamic school based onpesantren in building thework culture , and3) the effect of principle leadership behavior of Islamic school based onpesantren in building thework culture. The results of this research shows that;first, the concept of work culture in islamic school based on pesantren is Transculturation pesantren-value model , second, the principle leadership behavior in building the work culture applied the task orientation, relationship orientation, and spiritual values orientation. Third, the principal leadership behavior in building a work culture in Islamic school based on pesantren has effect and contribute to the affectivecommitment, normative commitment, job satisfaction and lack of turnover intentions, and also the involvement of workingphysically, emotionally, and cognitively.

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Introduction:-
The role of developing the qualified of work culture in order to improve the quality of education process and its output to get the high quality of human resources as the investment for productivity and ennobling the country especially in its globalization era. Education play important role and as one of the essential tools in preparing the nation's generation and forming people of faith and piety and noble character.Consequently, the demand of professionalism work in educational institution, including Islamic school (madrasah), in ability to create the quality in servicing the educational process is as the compulsory. Its demand requires the teachers and staffs in educational institution to do and actproffesionally as the job as the proffesions they have. The profession is essentially a wise attitude (informed responsiveness), namely service and dedication based on skills, abilities, techniques and procedures that are steady accompanied by a certain personality attitudes (Sagala, 2000: 197)

To create a work culture in school, the principle must have the ability in influencing the subordinates in managing the perople and also the mindset effectively in the institution. A good leader is a a leader who can build and share the values and norm to the members. The important values that exist in an organization should be a referenguidline for the movement of all members towards achieving organizational goals (El Widdah et al, 2012:7). Leadership relating of the quality of Islamic education plays as a very essential element in an educational institution. In this case, the leader must be able to become a manager who can guideand direct and be able to arouse the sub ordinate's motivation in improving the performance in order to gainthe vision, mission and the goals of an educational institution purposes.

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In effort of the development of the quality educational, the teachers and staff in Islamic senior high school based on pesantren they are MA Darul A'mal Metro City and MA Ma'arif NU 05 Sekampung, East Lampung performed the quality of work by Khoirun nas anfa'ahum linnas. In this case, the teachers and staff in both school applied the ethics of work that causedby the operation of a work culture based on the pesantren value, it is al-muhafadhatualaal-qadimi al-Salihwa al-ahdu bi al-jadidialashlah. This rule is strongly legality for all reconstruction effort for the development of these schools by transformated the value of its pesantren to face the demand of recent day. Both tho schools has applied the value system (ruh al-ma'had), ideals(himmah), the real needs (hajah), the demandsof society (himmah al-mujtama'), as well as thecapabilities and resources to support schools(caring capacity and support system) that result both school achieved a great goal and become the references for peoply to study in these schools

The unique of work culture in Islamic school based on pesantren performed by MA Darul A'mal Metro City and MA Ma'arif NU 05 Sekampung, East Lampung in the dimension ofunderlying assumption, espoused values, and artifact and also the principle behavior in building it work culture invite the researcher to do this research. The objectives of this research are to find out; 1) the concept of work culture in Islamic school based on pesantren, 2)theprincipal's leadership behavior in building awork culture in Islamic school based on pesantren, and 3) theeffect of theprincipal's leadership behavior in building awork culture in Islamic school based on pesantren.

Literature Review:-
Work Culture
The work culture come from the culture of its organization. Organizational culture is collection beliefs thar found by the members judge positively or negatively on act. According to Sutrisno, organizational culture is set of values, belief, assumptions or norm that was created and developed by the group of people to be a standard as the guidlines of behavior (2010: 2). Schein divided organizational culture into three levels, they are; The first level consists of visible organizational process and various artifacts including facilities, offices, and furnishings, The second level, called, "espoused values," it doesn't reflect the organization's operations every day it deals with the declared culture of an organization such as the organization's philosophy, missions, goals, and strategies. And the last, third level called, "underlying assumptions" which relates to beliefs, perceptions, thoughts and feelings of the group (2004: 5).

Organizational culture is a paradigm that was created or developed by a group of people to be a standard for the current and the new employees, to learn how to cope, how to perceive and how to think about any upcoming problem (Schein, 2004: 18). Organizational culture holds the organization together and encourages employees not only to perform well but also to feel committed to the organization. In context of education, the organizational culture can be identified as the academics culture that can be defined as the standard system of belief of educators and personal in school that lead them to how to act aas the profesion they have, how to adapt to other member and its enviroment n how to reactive toward the principle policies thus it all become the value system, habbit, ethics that internalized into behavior and reinforce the teachers and staff to increase the work performance and it is implanted in their behavior and become the work culture.

According to Robbins organizational culture refers to a system of shared meaning held by members that distinguishes the organizaiton from other organizations (2003:11). Organizational culture acts as a system of social control and can influence employees' attitudes and behaviors through the values and beliefs operating in its own organization that differ from the other. In line, according to Fred Luthan that the important of characteristics of organizational culture are observed behavior regularities, norms, dominant values, philoshopy, rules and organizational climate (Fred Luthan, 2011: 72). In the context of work culture based on pesantren as the organization it has a specific characteristics that differ from another organization.

The characteristic of work culture based pesantren it can be derived from the work culture in Islamic perpective that constructed from primary of personality traits.The characteristics of work culture in Islamic educuation come from the book "Developing of Religious ministry work culture" that consist of Shiddiq, Istiqomah,Fathonah, Amanah, and Tabligh. The system belief in Islamic doctrine is as a frame work in the case of physchological , emotional situation and also the the structure of behavior to describe the physical and social reality.

Leadership
In general, leadership is a human activity in life.Operationally, leadership functions as an action taken by the leader to move subordinates to want to do something to succeed in the work programs that have been formulated previously. In this context, the success or failure of human resource empowerment programs in organizations is

largely determined by the ability of leaders to carry out the main functions of leadership.Leadership in Islam is usually known as the caliph, imamat, ulil amri (Mardiyah, 2012: 37).According to VeithzalRivaithat leadership as a process to move a group of people towards an agreed goal by encouraging or motivating them to act involuntarily. With the ability of a good leader to move people towards long-term goals and truly is an effort to meet their interests (VeithzalRivai, 2004).Leadership is the ability of a person to convince others that they voluntarily want to be invited to carry out their will or ideas. Besides other definitions, leadership is a person's ability and readiness to know, guide, direct and move others so that they want to work to achieve the same goal (Baharuddin, 2012). In addition, Martinis Yamin and Maisah (2010) stated that leadership is a process of influence carried out by someone in managing their group members to achieve organizational goals. Leadership is a form of strategy or theory of leadership that is certainly carried out by people who we commonly call leaders.

Based on some of the opinions above, it can be concluded that leadership is a person's ability to influence, invite and coordinate others who are responsible for carrying out a planned activity to achieve an organizational goal.

Leadershipis a vital and important factor in achieving educational goals. Leadership in the context of education, is the ability in directing and empoweringteachers and staff who are supported with available resources to produce students who have the competence and behaviour as expected.Educational leaders are all people who are responsible for the improvement quality in the educational process. Therefore, the function of leadership in education must be focused on the quality of learning and all other staff to support the achieving the goal.

Every leader has it own style in implementing the leadership behavior. According to W. J Reddin quoted by KartiniKartono, that the leadhership behavior can be classified into task orientation, relationship orientation and effectives orientation (1998:28).

To know and to identify the style of principle of Islamic school based on pesantren institution, it has to consider to the kyai leadership. Kiai is a charismatic figure who has influence for the existence of pesantren .Pesantren is the oldest Islamic educational institution in Indonesia which is historically, not only synonymous with Islamic meaning, but also it contains the meaning of Indonesian authenticity and it indigenous (Nurcholis Madjid, 1997: 86). A kiai with his aides is the only power hierarchy that is explicitly acknowledged in the pesantren. This power is absolute, so many santri for the whole of his life feel attached to the kiai, at least making his kiai as a source of inspiration and moral support in private life (Abdurrahman Wahid, 2010: 42-43). This kiai power derives from a combination of (tradition) Islamic education and the charisma gained and inherited from the previous kiai (Rohmaniyah and Woodward, 2012: 123). It called the charismatic leadership of the kiai (Sukamto, 1999: 23). The power that derives from the kiai's charism has strong persuasion in instilling ideology. This charismatic power is called ideological/normative power (Romas, 2003: 205). The existence of kiai leadership as the leader in pesantren derived from the task and its function, can be found as the unique phenomenon in leadership style.

Underlying Value of Islamic Work Culture through Leadership
Leadership has critical and crucial element in every community and can't be separated, as well as in Islamic education. The existence of a leader, in this case, the principal is very influential and determines the direction and success of Islamic education goals. For this reason, a leader is required to be capable and competent in matters relating toleadership. A good leader is one who can set an example and share the Islamic law to his subordinates.

The basic values of Islamic education leadership are the main/basic qualities that must be possessed by a leader so he can be effective and efficient to achieve the objectives of Islamic education that have been determined by applicable norms and values included the work culture of Islamic school based on pesantren. According to Minnah etc, stated that "whatever one's style, every leader, to be effective, must have and work on improving his or her moral purpose"(Minnah, 2012: 123-124). In order to build the work culture, schein quoted by Yulk propose two kinds of mechanism they are primer and secunder mechanism (Yulk, 2005: 336-337). Thus, based on behavior of leadhership approach, considering to develop the organizational culture a theory of managerial (leadership) grid by Blake dan Mouton can be the reference.   It design the task and people oriented in developing the organization to achieve the goal. According to Peter G. Northouse this theory consisted of leadership behavior in building the organizational commitment,personal value, condusive work, creating the structure and increasing the social relationship effectively (Northouse, 2013; 76-78)

These behavior leadership approachs show that it is very complex in the context of leadership to build work culture.

Research Method:-

The reseach used qualitative approach based on a paradigm interpretative or naturalistic reseach. The collecting data used the natural background (natural setting) asthe data source directly. It was multy cases study in focused on how did the principles of Islamic schools based on pesantren, MA Darul A'mal Metro City and MA Ma'arif NU 05 Sekampung, East Lampung, build the work culture. Thus, through this research wasexpected to build a theoryinductively derived from the abstractions of datacollected on the principal's leadership in building awork culture based on pesantren by findingmeaning in a natural setting.

To find ot the data holisticly and integratively and also to find the relevansion of the data toward the focus and objectives of the reseach, the researcher used observation, indept interview and documentation as the data collecting technique. Then the data analized using the Creswell method, they are: categorical aggregation, direct interpretation, establishes patterns and looks for a correspondence between two or more categories and naturalistic generalizations (Creswell, 2010: 153). Furthermore, because it was multy cases study, this reseach used two kind of analizing the data,, they were individual case analizing and cross site analysis. The last, to find ot the validity of the data, the researcher used trianguilation technique.

Results and Discussion:-

The Work Culture in Islamic School Based on Pesantren

The work culture perfomed by the teachers and staff of Islamic Senior High school both in Darul A'mal, Metro City and Ma'arif NU 05 Sekampung, East lampung is theological work culture based on the sources of principles and teachings of Islam, the Quran and Hadith (Sunnah) that contain the instruction of having good ethics and support to quality of work culture. The theologis faith of Islam deriving the teachers and staff in both islamic school based on pesantren to lay the intention of work as a workship. So it gave the effect to the totality in work and be profesionalism teachers and staff.

This finding is in line with the theory of Fred Luthans about organizational characteristic behavior that stated:Organizational culture has a number of important characteristics. Some of the most readily agreed upon are the following: 1. Observed behavioral regularities. When organizational participants interact with one another, they use common language, terminology, and rituals related to deference and demeanor. 2. Norms. Standards of behavior exist, including guidelines on how much work to do, which in many organizations come down to "Do not do too much; do not do too little." 3. Dominant values. There are major values that the organization advocates and expects the participants to share. Typical examples are high product quality, low absenteeism, and high efficiency. 4. Philosophy. There are policies that set forth the organization's beliefs about how employees and/or customers are to be treated. 5. Rules. There are strict guidelines related to getting along in the organization. Newcomers must learn those "ropes" in order to be accepted as full-fledged members of the group. 6. Organizational climate. This is an overall "feeling" that is conveyed by the physical layout, the way participants interact, and the way members of the organization conduct themselves with customers or other outsiders (Fred Luthans, 2011: 72).

The concept of work culture in Islamic school based on pesantren also has a specific characteristic that differ from another organization. Robbindan Judge stated that there are 7 primer characteristic in the organizational culture, they are: 1) Innovation and risk taking, 2) Attention to detail, 3) Outcome orientation, 4) People orientation, 5) Team orientation, 6) Aggressiveness, and 7) Stability (Robbin& Judge, 2012; 512-513).

Based on these theory above, it can be defined that the characteristics of work culture in Islamic school based on pesantren consist of: Innovation and risk taking, team orientation in family spirit, commitment toward the rule, ruhul jihad, Islamic balue orientation such as tabarrukan, amanah (trushfull), honest, and humble.

According Clack quoted by Peterson, the chaeracteristic of work culture in Islamic school based on pesantren refers to SAGA organizational character. The Organizational SAGA can be the key of the existance of organization and it is very valuable and crucial because it has been constructed for years before (Petterson, 1996; 153). Both Islamic school based on pesantren have the ability in establishing of identity that differ from oanother organization.

The Principle Behavior of Islamic School Based on Pesantren in Building a Work Culture

Work culture in schools claimed as an important element for achieving school's goals and also determine the of quality of education that performed by the teachers and staff in its school. The principal is supposed to know and

have ability to build school's culture that transformed from organizational (school) values. School norms are used as the standards for every member of organization (teacher and staff) to adjust his (her) attitudes with his (her) membership in its school to work on the his (her) job desk. According to Schein that organizational cultures basically spring from three sources: (1) the beliefs, values, and assumptions of founders of organizations; (2) the learning experiences of group members as their organization evolves; and (3) new beliefs, values, and assumptions brought in by new members and leaders (Schein, 2004; 225).

The role of principle in developing the work culture in Islamic school based on pesantren is clossely relate to the role of the principle for influincing people to achieve the goals, to motivate the members, and improving the quality of members and its culture. VeithzalRivaiquoted that leadership as a process to move a group of people towards an agreed goal by encouraging or motivating them to act involuntarily. With the ability of a good leader to move people towards long-term goals and truly is an effort to meet their interests (VeithzalRivai, 2004; 3).

In the context of principle behavior in building work culture in Islamic school based on pesantren both MA Darul A'mal Metro City and MA Ma'arif NU 05 Sekampung, East Lampung are performed in; a) task oriented leadership, b) relationhip-oriented leadership, and c) spiritual value oriented leadership. 1) In performing the task oriented, the principle applied some patterns of rule in commitment and desk job, work ethics, reward and punishment, and also the rule for monitoring and evaluating the job of the teachers and staff in these schools. Therefore, the principle focused on the task in order to build the work culture of Islamic School based on pesantren. 2) While in applying the relationship-oriented leadership, the principle performing the ideal model in applying the work culture based on pesantren, giving the inspiring motivation to the members, stimulate the creativity and the capability, and encouraging the members. In this case, in order to build the work culture of Islamic school based on pesantren, the principle gave the attention in maintaining the collaboration that indicated by the feeling trust and the high loyalty from the member to the leader. 3) Another approch in building the work culture of Islamic school based on pesantren, the principle also giving in touch in islamic spiritual value by establishing and articulating the value based on pesantren, determining the religious knowledge as the base for recruitment, establishing the awareness of God supervision (muraqobbah), and establishing the spirit of servicing and giving outstanding performace dimension (ruhul jihad). The principle behavior in giving in touch of spiritual value concerned to attempt the heart of the teachers and staff in its school. In spiritual perspective according to SaneryaHendrawan that heart has vital role because the heart become the reference to be listened of its soft voice so it can be called that heart is locus of inner space solution (2009: 33)

The principle behavior in building the work culture in Islamic School based on pesantren as stated above is reconstruct the Blake mouton managerial grid theory. In the Blake mouton managerial grid theory is based on two behavioral dimensions, they are task oriented leadership (concern for production) and people orientation leadership (concern for people). In the case, in order to build the work culture in Islamic school based on pesantren, the principle behavior need not only the combination of the task and people orientation leadership behavior but also the spiritual value-oriented leadership behavior. The finding of the research showed that the competence principle in task oriented, people oriented and also spiritual-value oriented that adjusting the subordinate's skills, commitment and value will derive the achieving of organizational goal. It also shows the complexcity of leadership behavioral especially in building the work culture. This result also completed the Edgar H. Schein's theory in relating to the building of organizational culture.

The Effect of Leadership Behavior in Building A Work Culture in Islamic School Based on Pesantren
The leadership behavior of Islamic school based on pesantren in building a work culture contribute to the affective and normative commitment of work culture. Affective commitment relates to how much employee wants to stay and bounded to their organization while the normative commitment is the awareness to keep staying in its organization or the reason of ought to do (Allen dan Meyer, 1990:3). The commitment means the belief that tied the employee/aqad and derive the behavior toward the belief/I'tiqad (Tasmara, 1995:62).According to Meyer, Allen and Smith as quoted by Sopiahthat normative commitment toward the work culture existed and applied by the teachers and staff because of their awareness of the value that they have to do (2008: 157). Its commitment came from the policies that performed in principle behaviors in task orentation, people orientation and spiritual value orietation that derive to the progress of individual member of its school. The principle behavior in building the work culture also contribute to the job satisfying and the minimum of turnover intention. According to Steers that value and moral integrity affect employee motivation (Steer, 1996: 152).

Conclusion:-

Based on the focus of the research as themain focus in this research as well as research data,it can be concluded: (1) the work culture of Islamic school based on pesantren is the Wor culture based on Transculturation of Pesantren Value. It integrated both the pesantren and modern value toward attitude and behavioral management in order to increase the work productivity in servicing the custumers. 2) the behavior leadership that performed by the principle of Islamic school based on pesantren in building a work culture through the combination of task orientation, people orientation, and spiritual-value orientation. 3) The effect of leadership behavior of Islamic school principle based on pesantren in building a work culture are contributing to the affective commitment, normative commitmnet, job satisfying n minimum turnover intsion, and also contribut to the involment of work physically,emotionally, and cognitively

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