Leadership Model in Pesantren: Managing Knowledge Sharing through Psychological Climate

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Abstract

Abstract - *This study aims to examine the effect of charismatic leadership on the psychological safety climate and tacit knowledge sharing. This study also investigates the central role of psychological safety climate as a mediating variable between charismatic leadership and tacit knowledge sharing. This study adopted a simple random sampling method with 61 samples of ustadz/ustadzah from a Pesantren in Banten. The results of this study indicate that charismatic leadership has a significant direct influence on the climate of psychological security and tacit knowledge sharing. Likewise, the psychological safety climate has a significant direct influence on tacit knowledge sharing. This study also finds evidence that charismatic leadership has a significant indirect effect on tacit knowledge sharing through the mediation of a psychological safety climate. Thus, the psychological safety climate acts as a partial mediator in this research model.*

Keywords: *Charismatic leadership, psychological safety climate, tacit knowledge sharing.*

I.   INTRODUCTION

The management system in the education world like Islamic boarding schools *(pesantren)* may not be as complicated as larger companies that are more complex. However, the Islamic boarding school has its complexity related to the knowledge reserve and efforts in managing the knowledge that is still in the form of unstructured tacit knowledge, and even then more is found in kyai and senior ustadz. This means that That is, managing the knowledge possessed by individuals to be developed into the property of the organization becomes a separate complexity for Islamic boarding schools. Existing literature showed that the behavior of knowledge sharing at the individual level is the significant antecedent of the success of an Islamic boarding school. A significant advantage exists when an environment is conducive to the creation, coordination, transfer, and integration of knowledge that is distributed among ustadz/ustadzah of the Islamic boarding school. Based on the research on knowledge management, the value of knowledge would increase when it is being shared (Agistiawati et al., 2020; Asbari et al., 2019; Basuki, Asbari, et al., 2020; Singgih et al., 2020), and this would only happen if the ustadz/ustadzah is willing to share knowledge with their colleagues, and the organization can manage knowledge resources effectively (Asbari, Novitasari, Gazali, et al., 2020). Therefore, it is very important to find and determine which factors encourage or hinder the tendency of the ustadz/ustadzah to be involved in the knowledge sharing process (Asbari, Novitasari, Gazali, et al., 2020). Leadership has been identified as one of the most important drivers of success (Jumiran et al., 2020; Novitasari, Asbari, Sutardi, et al., 2020; Novitasari & Asbari, 2020a, 2020b). Empirical studies find evidence that charismatic leadership has a positive impact on overall organizational performance. Although the role of leadership has been significantly emphasized in a number of the existing literature, by conducting an overall analysis of the literature, the authors found that most of the previous studies looked at the impact of senior leadership on successful performance at the overall organizational level. However, only a few studies have investigated the impact of leadership practices, especially charismatic leadership within the ustadz/ustadzah team on knowledge-sharing behavior at the individual level of ustadz/ustadzah team members, especially in the context of ustadz/ustadzah Pesantren, where knowledge sharing among individuals is very important for them in order to develop a deep understanding of the main tasks and functions *(tupoksi)* of each member of the ustadz/ustadzah team in the entire pesantren organizational system. The knowledge management literature states that mid-level ustadz/ustadzah team leaders play an important role in influencing individuals' knowledge-sharing behavior and their motivation and attitudes (Asbari et al., 2020), while

the mechanism of psychological safety climate mediation between the two constructs has not been explored further and in-depth.

This study is a step to address the research gap by utilizing charismatic leadership and psychological safety climate theory. Researchers developed a theoretical model to examine the impact of charismatic leaders on individual-level knowledge-sharing behavior by mediating psychological safety climate variables. In particular, this study focuses on the mechanism for sharing knowledge on the tacit knowledge of Islamic boarding school employees. Tacit knowledge is a type of knowledge in the form of thinking, cognitive and intuitive perception of each individual. This type of knowledge is difficult to share (Asbari et al., 2020). However, this type of knowledge is very important, because it is a source of innovation and creation for each employee. This study is divided into the following steps: First, the researcher reviewed the literature on charismatic leadership, psychological safety climate, and tacit knowledge sharing. Second, the researcher proposes a theoretical model and articulates the appropriate research hypothesis. Third, the researcher describes the operationalization of the construct, data collection procedures, and data analysis techniques, and presents the results of data analysis. The theoretical and practical implications of the empirical research will be discussed at the end of the report of this research study.

A. *Charismatic Leadership*

The term charisma comes from the ancient Greek word meaning 'gift'. Later, Max Weber applied the word 'charisma' in the context of leadership and defined it as the heroism or exemplary character of an individual. Charismatic leadership is identified as one of the individual behaviors that most influence critical leadership style. Conger et al. (1997) defined charismatic leadership as the attribution based on followers' perceptions of their leader's behavior. Waldman & Yammarino (1999) further defined charismatic leadership as a relationship between leader and follower, resulting in 'an internalized commitment to the leader's vision, intense admiration and respect for the leader, and identification of followers with the leader, vision, and the collective formed by the leader. Conceptualization suggests that charisma only exists if the follower says it or the follower behaves in a certain way.

Charismatic leaders are good at inspiring followers by speaking optimistically about what needs to be achieved in the future and instilling in their follower's positive ideals related to desired outcomes. Ustadz/ustadzah are emotionally involved with charismatic leaders because they believe in the leader's ability to achieve the mission and goals of the organization (Banks et al., 2017). In recent decades, the concept of charismatic leadership has been widely applied in research to examine the impact of leadership on the success of knowledge sharing and its implications for performance in general. In this study, the authors apply charismatic leadership in the context of the Islamic boarding school organization to examine its impact on the tacit knowledge sharing behavior of Islamic the ustadz/ustadzah.

B. *Psychological Safety Climate*

The concept of climate has received much attention from psychologists and sociologists in the last three decades. Based on a cognitive theoretical perspective, the climate is conceptualized as individuals' perceptions and understandings of their work environment, which are related to shared perceptions of group events, practices, procedures, and behaviors that are valued and expected by the group. In contrast to a culture which is rooted in history and ingrained values, climate usually refers to the contextual situation at a point in time. Thus, it is temporal, subjective, and often subject to direct manipulation by people with power and influence (Denison 1996; Bock et al. 2005; Boh dan Wong 2013).

 Psychological safety climate was identified as a significant dimension of the ustadz/ustadzah team climate that is characterized by interpersonal trust and mutual respect in which people feel comfortable being themselves. This construct is rooted in previous research on organizational change in which researchers discussed the need to create psychological security for individuals if they would like to feel secure and capable of change. Edmondson (1999) introduces the construction of a psychological safety climate in the learning context of the ustadz/ustadzah team and defines it as 'the shared belief held by members that the ustadz/ustadzah team is safe for interpersonal risk taking. Empirical results show that a psychological safety climate can facilitate learning behavior in ustadz/ustadzah teamwork because it reduces individuals' excessive concern about other people's reactions to potentially embarrassing or threatening actions, and increases individual confidence that the ustadz/ustadzah team will not reject or punish any member who spoke up (Edmondson 1999). In recent decades, psychological safety climates have been widely applied in organizational and information systems research, and empirical studies have found that this type of ustadz/ustadzah team climate has a significant influence on individuals' normative beliefs, motivations and knowledge-sharing behaviors (Edmondson 1999; Shao, Feng, dan Liu 2012; Shen et al. 2015).

C.   Tacit Knowledge Sharing

Based on knowledge-based literature, knowledge is the foundation of organizational competitive advantage and the main driver of performance in Islamic boarding schools (López-Cabarcos et al., 2019; Rumanti et al., 2018). The existing literature classifies knowledge into two types, namely: explicit knowledge and tacit knowledge. Explicit knowledge refers to knowledge that has been described, recorded or documented, which is visible, objective and formally articulated. This type of knowledge is usually contained in reports and stored in knowledge repositories (Masri & et al., 2018). While tacit knowledge refers to the skills and assumptions developed by individuals, which are context-specific and subjective, and this type of knowledge is basically in the minds of individuals and is expressed in the form of human actions such as attitudes, commitments and motivations (Anand et al., 2010; Jasimuddin et al., 2005; Nikolić & Natek, 2018).

In the context of organizational learning, tacit knowledge sharing is defined as sharing and exchanging individual personal experiences, expertise and individual skills relating to know how, where and who at the request of other members through the entire organization or ustadz/ustadzah team (Shao, Feng, Wang, et al., 2016). Organizations must ensure that tacit knowledge is shared freely and openly among their members. Organizations need to create an organizational environment that allows each member to access new knowledge and ideas that they may not have encountered on their own, and allows them to utilize knowledge and experience to improve performance (Asbari, Novitasari, Silitonga, et al., 2020; Gazali et al., 2020; Novitasari, Asbari, Sutardi, et al., 2020; Novitasari & Asbari, 2020a, 2020b). Because tacit knowledge sharing is based on personal experience and skills, it is usually difficult to share without the active participation and cooperation of individuals. Empirical studies found that tacit knowledge sharing behavior is not only influenced by psychological motivation but also influenced by contextual factors such as organizational climate (Shao, Feng, Wang, et al., 2016), and the desired climate can create a beneficial environment to encourage knowledge sharing.

D.   Charismatic Leadership and Psychological Safety Climate

Charismatic leadership is identified as anticipating an organizational climate crisis by showing personal charisma and paying attention to individual emotional appeals (Banks et al., 2017; Wang et al., 2005). Previous literature has argued that charismatic leaders are good at emphasizing the relationship between effort and important values, expressing confidence in the abilities of subordinates, and communicating high-performance expectations by earning the trust and respect of their followers (Banks et al., 2017). This charismatic leadership style is beneficial for fostering a teamwork climate of ustadz/ustadzah, where people are comfortable being themselves and can trust each other regardless of interpersonal risk, which is a significant characteristic of a psychological safety climate (Edmondson, 1999).

In the context of a learning organization, a group of members gather within the ustadz/ustadzah team while outside of the traditional authoritative management and hierarchical structure, and charismatic leadership plays an important role in facilitating the coordination and communication of the ustadz/ustadzah team members (Wang et al., 2005). If the ustadz/ustadzah team leader can gain trust and respect among followers and demonstrate high confidence in the ability of subordinates to achieve their key performance indicators, the ustadz/ustadzah team members will believe that participating in open communication such as discussing mistakes and proposing ideas innovative ideas are driven by a worry-free feeling of risk and embarrassment caused by unexpected technical errors. This is beneficial for fostering a climate of psychological safety in learning organizations (Edmondson, 1999).

E.   Psychological Safety Climate and Tacit Knowledge Sharing

Previous research has addressed the need to create a climate of psychological security for individuals if they are to feel safe and able to share, as people tend to act in ways that hinder learning and knowledge-sharing behavior when they face potential threats (Javed et al., 2019; Maximo et al., 2019). Existing literature states that a climate of high psychological security can lead to mutual respect and trust among ustadz/ustadzah team members (Edmondson, 1999). The ustadz/ustadzah team members with higher trust are more likely to treat others as partners and family members and are more likely to cooperate cooperatively and share personal experiences with each other (Sun & Huang, 2019). This is useful for facilitating tacit knowledge sharing behavior, which is usually found in the minds of individuals and is expressed in informal communication and interactions among ustadz/ustadzah team members (Guibrunet, 2019). In the context of a learning organization, the perception of a climate of psychological security will alleviate excessive individual worries about mistakes made in the work process. Individuals are more likely to feel that they are cared for and respected, and benefit from the exchange of personal experiences and skills that serve to increase organizational capacity (Edmondson, 1999). This is useful for improving individual behavior to share knowledge related to work (Guibrunet, 2019).

F.   *Charismatic Leadership and Tacit Knowledge Sharing*

The practice of charismatic leadership will undoubtedly provide a positive experience for every manager in the history of the relationship between himself and his subordinates, because this practice is the main paradigm of leadership, where leaders try to work in serving their followers (Basuki, Novitasari, et al., 2020; Goestjahjanti et al., 2020; Novitasari, Asbari, Wijayanti, et al., 2020; Novitasari, Goestjahjanti, et al., 2020; Novitasari, Kumoro, et al., 2020; Silitonga et al., 2020; Sudiyono, Fikri, et al., 2020; Suprapti et al., 2020; Zaman et al., 2020). Furthermore, charismatic leadership acts as a means to develop the nature of trust that exists between leaders and followers. This is done according to the underlying philosophy that it is the leader's duty to serve those who follow them (Sudiyono, et al., 2020), and by showing concern for the people who enable them to be their leaders, they change the social system to be more trusting and in which people will communicate on a more personal level. If the goal is for there to be trust creation and that there is tacit knowledge sharing activity between employees and managers, charismatic leadership seems to be an effective leadership strategy to use as an influencer.

A quality leader-member exchange relationship is something that has the potential to support tacit knowledge sharing activities, namely by sharing knowledge, experiences and personal values (Banks et al., 2017). Bock & Kim (2002) shows that the quality of leader-member tacit knowledge sharing will support the ability of employees to gain quality experience. Previous research has determined that there is a relationship between leader-member tacit knowledge sharing and charismatic leadership (Shao, Feng, & Wang, 2016; Shao, Feng, Wang, et al., 2016). Research on the correlation and influence between charismatic leadership style and knowledge sharing, especially tacit knowledge sharing is still relatively rare. Therefore, this research becomes important to dig deeper into the phenomenon of the influence of this type of leadership in supporting knowledge sharing activities. Based on the above analysis, the following research hypotheses were made:

H1: Charismatic leadership has a significant influence on psychological safety climate.

H2: Psychological safety climate has a significant influence on tacit knowledge sharing

H3: Charismatic leadership has a significant influence on tacit knowledge sharing

H4: Charismatic leadership has a significant influence on tacit knowledge through psychological safety climate as mediation.

According to Sekaran & Bougie (2016) the theoretical framework is the foundation that underlies the whole research project. From the theoretical framework, hypotheses that could be tested are formulated to find out whether the formulated theory is valid or not. Then, this theory will be measured by the correct statistical analysis. Referring to the theory and previous researches, the author has made the research model as shown below in Figure 1:
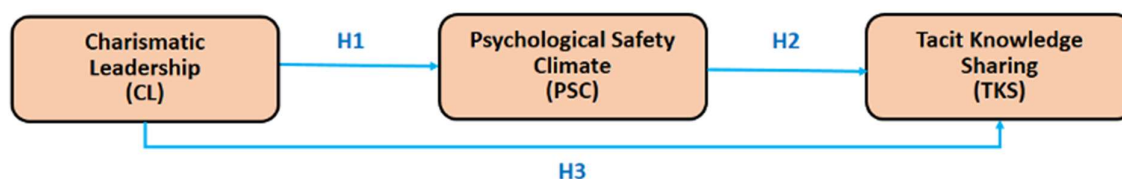

Figure 1. Conceptual Research Model

II. METHOD

A.   *Data Collection*

According to Creswell & Creswell (2017), if the purpose of this research is to discover the relationship between the variables research, then the quantitative method is the solution. Quantitative research methods are suitable for testing theories and hypotheses through the use of a set of statistical tools (Creswell & Creswell, 2017). Therefore, this study uses a quantitative survey method to test the formulated hypothesis. Therefore, a questionnaire was adopted as an instrument to collect the required data. The population of this research is 74 ustadz/ustadzah from one of the Islamic boarding schools in Banten, Indonesia. By using simple random sampling techniques, 74 questionnaires are being sent online to the population of this research. There are 61 questionnaires

returned and are confirmed valid, which form the response rate of 82.4%. According to Roscoe (1975), the rule of thumb suggests that the sample size is more than 30 and less than 500 is appropriate for most of the studies. Therefore, the obtained sample size for this study is considered appropriate.

B. *Measurement and Scale*

Due to the nature of this study involving a dependent effect between latent constructs and manifest variables, the reflective measurement model is suitable for this study (Hair Jr et al., 2017). Charismatic leadership is being measured by using three items (CL1-CL3) from Shao, Feng, & Wang (2016) dan Wang et al. (2005). Psychological safety climate is being measured by three items (PSC1-PSC3) from Edmondson (1999) dan Shao, Feng, & Wang (2016). Tacit knowledge sharing is being measured by using three items (TKS1-TKS3) from Shao, Feng, & Wang (2016). All variables are being measured in the Likert scale type with five points. Every closed questions/statement, five answer options are given, which consist of: strongly agree (SA) with 5 scores, agree (A) with 4 scores, Neutral (N) with 3 scores, disagree (DA) with 2 scores, and strongly disagree (SDA) with 1 score. The method in data processing is by using PLS and SmartPLS 3.0 software as the tool. A more complete list of items used in this study can be seen in Table 1.

C. *Data Analysis*

The most popular statistical techniques under Structural Equation Model SEM are approximation covariance-based (CB-SEM) and variance-based partial least squares technique (PLS-SEM) (Sarstedt et al., 2014). However, PLS-SEM has recently received wide attention in many disciplines such as marketing, strategic management, management information systems, and other disciplines (Hair et al., 2012). The ability of PLS-SEM to deal with problematic modeling problems that are common in the social science environment such as unusual data characteristics (e.g. non-normal data) and highly complex models is an important reason behind the increased use of this approach. Considering the advantages of this approach, this study uses PLS-SEM to fully test the proposed hypothesis. SmartPLS 3.0 software is used to evaluate the outer model and inner model, respectively. Testing of the outer model is carried out to ensure the reliability and validity of the measurements, while the hypotheses introduced are checked through the inner model.

Table 1. List of Research Items

Notation	Item
Charismatic Leadership (CL)	
CL1	Our leader is a role model I can follow.
CL2	I believe in the ability of our leaders to overcome any obstacle in the organization.
CL3	I have great respect for our leaders and am proud to work with them.
Psychological Safety Climate (PSC)	
PSC1	I think it is not difficult to ask other members of the ustadz/ustadzah team for help.
PSC2	I feel safe from excessive punishment when I make a mistake in the ustadz/ustadzah team.
PSC3	In my opinion, group members are able to raise problems, no matter how difficult the problem is.
Tacit Knowledge Sharing (TKS)	
TKS1	I love to communicate with co-workers personally about my experiences at the Islamic boarding school.
TKS2	I want to share my expertise in an Islamic boarding school with other colleagues.
TKS3	I am happy to share knowledge about know-how, know where and know whom at the request of my co-workers.

III. RESULT AND DISCUSSION

A. Result

In total there were 61 ustadz/ustadzah who participated. Most were men (66%), then women (34%). They have different age groups, under 30 years (23%), ranging from 30-40 years (47%), and over 40 years (29%). Their tenure as ustadz/ustadzah is also quite diverse, some of them are under 1 year (35%), ranging from 1-3 years

(33%), and more than 3 years (32%). The education level of the majority is high school (90%) than bachelor undergraduate (10%).

Table 2. Sample Description

Criteria		Total	%
Gender	Men	40	66%
	Women	21	34%
Age (per March 2021)	< 30 years old	14	23%
	30 - 40 years old	29	47%
	> 40 years old	18	29%
Years of Service	< 1 years	21	35%
	1-3 years	20	33%
	> 3 years	20	32%
Highest Education	Bachelor	6	10%
	High School	94	90%

Stages of measuring on testing model involve convergent validity test and discriminant validity. While the value of Cronbach's alpha and composite reliability is needed in testing for construction reliability. PLS analysis results could be used to test for research hypothesis if all indicators in the PLS model have met the requirements of convergent validity, discriminant validity, and reliability test.

Convergent validity test is done by seeing the value of the loading factor of each indicator towards the construct. In most references, with factor weighing from at least 0.5 is considered to have validity that is strong enough to explain the latent construct (Chin, 1998; Ghozali, 2014; Hair et al., 2010). In this research, the minimum limit of loading factor that is accepted is 0.5, with the condition of AVE score for every construct, which is > 0.5 (Ghozali, 2014). After going through data processing with SmartPLS 3.0, all indicators have the loading factor value above 0.5 or have met the requirements of an AVE score above 0.5. The fit or valid model in this research can be seen in Figure 2. Therefore, the convergent validity of this research model has met the requirements. Loading factors, cronbach's alpha, composite reliability and AVE in every construct can be seen in Figure 2 and Table 3.

Discriminant validity is done to ensure that every concept of each latent variable is in contrast with the other latent variables. A model has a good discriminant validity if the quadratic value of AVE in each exogenous construct (value on the diagonal) exceeds the correlation between the construct with the other construct (value below diagonal) (Ghozali, 2014). The result of discriminant validity research is done by the quadratic value of AVE, which means by seeing the Fornell-Larcker Criterion Value that is mentioned in Table 4. The discriminant validity test result shown in Table 3 above indicates the whole construct having a square root value of AVE above correlation value with the other latent construct (through Fornell-Larcker Criterion). Likewise, the cross-loading value of all items from another indicator is mentioned in Table 4, so it can be concluded that a model has met a discriminant validity (Fornell & Larcker, 1981). Next, a collinearity evaluation is done to discover whether there is collinearity in the model. To find out about collinearity, VIF estimation from every construct is required. If the VIF score is higher than 5, then the model will show collinearity (Hair et al., 2014). It is shown the same way as in Table 5, all VIF score that is less than 5 means that the model has no collinearity.

Construct reliability can be assessed from the value of Cronbach's alpha and composite reliability from each construct. The value of composite reliability and Cronbach's alpha is suggested to be more than 0.7 (Ghozali, 2014). The reliability test results in Table 2 above show that all construct has composite reliability value and Cronbach's alpha value higher than 0.7 (> 0.7). In conclusion, all construct has met the reliability that is required.

The hypothesis test in PLS is also denoted as the inner model test. This test covers a significance test that has a direct and indirect impact as well as how large is the measurement of the exogenous variable impact towards the endogenous variable. To discover the influence of managerial coaching towards employee's performance through psychological capital as a mediation variable it needs a direct and indirect impact test. The direct impact test is done by using the T-Statistic test in an analysis model called Partial Least Squared (PLS) with the help of SmartPLS 3.0 software. With the bootstrapping technique, the R square value and significance test value can be obtained as shown in Table 6 and Table 7.
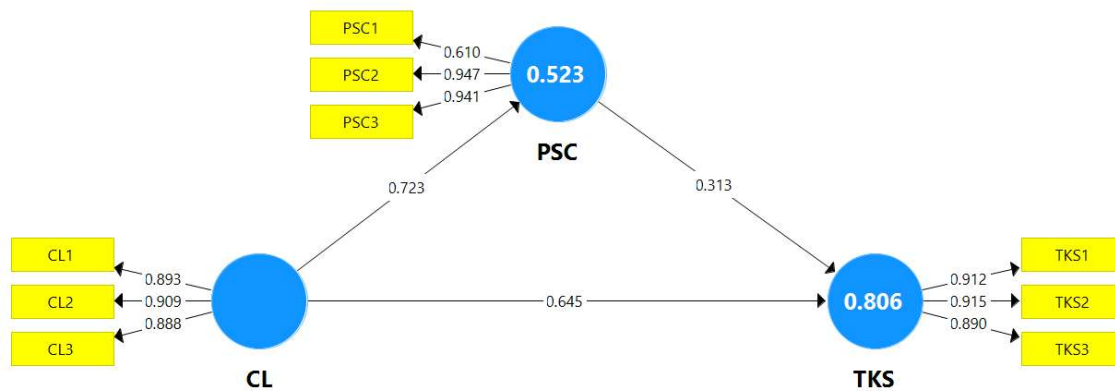
Figure 2. Valid Research Model

Table 3. Items Loadings, Cronbach's Alpha, Composite Reliability, and Average Variance Extracted (AVE)

Variables	Items	Loadings	Cronbach's Alpha	Composite Reliability	AVE
Charismatic Leadership (CL)	CL1	0.893	0.878	0.925	0.804
	CL2	0.909			
	CL3	0.888			
Psychological Safety Climate (PSC)	PSC1	0.610	0.790	0.881	0.718
	PSC2	0.947			
	PSC3	0.941			
Tacit Knowledge Sharing (TKS)	TKS1	0.912	0.891	0.932	0.820
	TKS2	0.915			
	TKS3	0.890			

Source: Data processed from SmartPLS 3.0 output (2021)

Table 4. Discriminant Validity

Variables	CL	PSC	TKS
Charismatic Leadership (CL)	0.897		
Psychological Safety Climate (PSC)	0.723	0.847	
Tacit Knowledge Sharing (TKS)	0.871	0.779	0.906

Source: Data processed from SmartPLS 3.0 output (2021)

Table 5. Collinearity Statistics (VIF)

Variables	CL	PSC	TKS
Charismatic Leadership (CL)		**1.000**	**2.097**
Psychological Safety Climate (PSC)			**2.097**
Tacit Knowledge Sharing (TKS)			

Source: Data processed from SmartPLS 3.0 output (2021)

Table 6. Nilai *R Square*

	R Square	R Square Adjusted
Psychological Safety Climate (PSC)	0.523	0.518
Tacit Knowledge Sharing (TKS)	0.806	0.801

Source: Data processed from SmartPLS 3.0 output (2021)

Table 7. Hypotheses Testing

Hypotheses	Relationship	Beta	SE	T Statistics	P-Values	Decision
H1	CL -> PSC	0.723	0.067	10.775	0.000	Supported
H2	PSC -> TKS	0.313	0.091	3.453	0.001	Supported
H3	CL -> TKS	0.645	0.082	7.869	0.000	Supported
H4	CL -> PSC -> TKS	0.226	0.071	3.198	0.001	Supported

Source: Data processed from SmartPLS 3.0 output (2021)

Based on Table 6 above, the R Square Psychological Safety Climate (PSC) value is 0.523, which means that the Psychological Safety Climate (PSC) variable can be explained by the Charismatic Leadership (CL) variable by 52.3%, while the remaining 47.7% is explained by other variables not discussed in this study. The R Square value of tacit knowledge sharing (TKS) is 0.806, which means that the variable (TKS) can be explained by the Charismatic Leadership (CL) and Psychological Safety Climate (PSC) variables of 80.6%, while the remaining 19.4% is explained by other variables not discussed in this research. Meanwhile, Table 7 displays the t-statistics and p-values that show the influence between the research variables that have been mentioned. The four paths hypothesized in this study were validated and supported at a significance level of 0.05. Psychological safety climate is positively and significantly influenced by charismatic leadership (**H1 is supported**). Tacit knowledge sharing is positively and significantly influenced by psychological safety climate (**H2 is supported**). Tacit knowledge sharing is positively and significantly influenced by charismatic leadership (**H3 is supported**). Tacit knowledge sharing is positively and significantly influenced by charismatic leadership through psychological safety climate mediation (**H4 is supported**).

B. Discussion and Implication

In terms of theoretical implications, this study at least contributes to the existing literature by uncovering the impact of charismatic leadership practices on tacit knowledge sharing. Although a large number of studies have recognized the importance of leadership on the success of Islamic boarding school, most of the previous studies were conducted at the level of large business organizations, but studies similar to the Islamic boarding school unit of analysis are still rare, both in Indonesia and abroad. Therefore, the results of this study enrich the repertoire and body of knowledge related to the practice of charismatic leadership and its effect on the climate of psychological security and tacit knowledge sharing. The findings of this study can also expand the leadership literature, especially the charismatic leadership style from the theoretical perspective of social psychology.

This study can provide guidance to top management and/or Islamic boarding school owners in terms of selecting and appointing organizational leaders. This study shows that personal charismatic leaders can facilitate tacit knowledge sharing, either directly or through a climate of psychological security. Thus, the management of Islamic boarding schools needs to consider the ustadz/ustadzah to develop the charismatic leadership trait as an important evaluation dimension when selecting the ustadz/ustadzah team leader who is responsible for learning in the Islamic boarding school. This study can also offer guidance to ustadz/ustadzah team leaders to focus on the psychological safety climate in the organization. Thus, the ustadz/ustadzah team leader himself must pay attention

to his leadership style, and influence followers by showing idealized influence and personal charisma rather than using authoritative power, in order to gain trust and respect among the ustadz/ustadzah.

IV. CONCLUSION

Based on the theory of charismatic leadership and organizational climate, we developed a research model to examine the mechanism of the impact of leader charisma on individual behavior in knowledge sharing activities, tacit knowledge sharing in the context of Islamic boarding schools, through the mediation of organizational climate, particularly the psychological safety climate. A field survey was conducted with a total of 61 valid questionnaire respondents collected from the ustadz/ustadzah of one of the Islamic boarding schools in Banten, Indonesia. SEM technique is used to test the research model of the four hypotheses. The results of the SmartPLS analysis show that charismatic leadership directly has a positive and significant effect on the psychological safety climate and tacit knowledge sharing, and the psychological safety climate directly has a positive and significant effect on tacit knowledge sharing. Likewise, charismatic leadership indirectly affects tacit knowledge sharing through the mediation of a psychological safety climate. Thus, in this study, psychological safety climate acts as a partial mediator variable.

There are some limitations that exist in this study. First, data collection was conducted in Banten province, and the generalizability of research findings may be limited to location. Further research needs to test the research model with large-scale data samples collected from various locations, to further test the external validity of the study. Future research should also involve cultural variables and factors in the research model to test whether there is a cultural interaction with the constructs noted in the research model. Second, this study focuses on the impact of a charismatic leader's leadership practice on tacit knowledge sharing. Leadership theory suggests that leadership is a multi-dimensional construct consisting of several leadership traits, and future studies could explore the mechanisms of impact of other leadership traits, such as intellectual motivation and so on.

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