IDENTIFYING THE EMERGE OF INFORMAL LEADERSHIP IN PONDOK PESANTREN

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Abstract: *Informal Leadership in Indonesia, especially in Islamic boarding schools, until now there has been no agreement or definition in detail and precisely how informal leadership is organized by the school. This research was conducted with the literature review to see the process of the emergence of Informal Leadership in Islamic boarding schools. In this research literature review found from all the literature that no one has explained how the process of emergence of Informal Leadership. No less important in further research is to examine how to maintain informal leadership. This literature also describes individual competencies, organizational civilization, Specific requirements, trusted leaders, and legitimacy where the variables considered by the author strongly support the process of emergence and how to maintain informal leadership.*

Keywords: *Informal Leadership, Indiviudal Competencies, Organizational Civilizations, Specific Requirements, Trusted Leaders, Legitimacy*

Introduction

Informal leadership as part of the leadership system that exists in Indonesia also contributes a lot to the history of this nation, especially in seizing independence from the imperialists such as Prince Diponegoro from religious leaders, Sultan Hasanuddin from the Banqsawan, Kihajar Dewantoro from the education community and so on. They are born amid society in certain conditions and situations to save the existence of the life of a group, by showing the success and charisma in leading the people. Explicitly, informal leaders also usually arise because of new interests both in the fields of Religion, education, politics and in other fields. (Abd. Wahidin, Asmaun Azis, 1992). They come from groups of elders who are influential in society, leaders of organizations, entrepreneurs or perhaps a cleric. This leader plays a role in an unlimited area by having a large area of influence, both around his place of residence where he is or even outside his area. This reflects that informal leadership can be used as a benchmark for the development of a society which means that its role is needed in process social.(Abd. Wahidin, Asmaun Azis, 1992)

Informal Leadership

Informal leadership is defined as leadership carried out by individuals who do not have formal authority or authority within an organization but can influence and guide others based on the respect and credibility they have (Peters & O'Connor, 2001) (Stincelli & Baghurst, 2014), then informal leadership also assumed that

informal leadership improved the information process (Marion, Christiansen, Klar, Schreiber, & Akif Erdener, 2016). Schreiber and Carley (2008) say that informal leadership significantly influences learning and adaptability in an organization. (Marion et al., 2016)and Stincelli said that ability influences also as a characteristic of informal leadership. Ability, knowledge, and beliefs contribute to the influence informal leaders can give to others. Analysis reveals that skills, knowledge, and working in a team environment encourage the emergence of informal leadership. In addition, self-confidence, ability, knowledge, desire to lead, be a good example, the ability to influence, offer encouragement, share ideas, ask for input, opportunities offered, support from the organization, skills, goals, effectiveness, corporate culture, and Team participation is a quality found to characterize informal leadership (Stincelli & Baghurst, 2014).

Informal leadership is defined as team members responsible for teamwork and informally sharing in team leadership (Carte, Chidambaram, & Becker, 2006) and (Stincelli & Baghurst, 2014). Informal leaders are in a unique position to influence the beliefs, beliefs, and expectations of other group members (Johnson & Onwuegbuzie, 2004) in (Pescosolido, 2001). Informal leadership is said that an informal leader comes from a team and is chosen by the team (Hollander, 1961; Wheelan & Johnston, 1996) (Pescosolido, 2001). Informal leadership to be an effective resource has three conditions that must be met: individuals must be willing to act, individuals must be able to act, and their

actions must be accepted by others (Thokala et al., 2016) (Johannessen, McArthur, & Jonassen, 2015).

Informal leadership is characterized by closeness and centrality. Informal leadership as individuals who are very aware of what is happening in the organization (Denscombe, 2008, Carley et al., 2010, p. 356). The qualities that characterize informal leadership are self-confidence, communication, willingness, positive attitude, knowledge, and organizational ability. Furthermore, they emphasized the importance of ability, firmness, willingness to lead, the ability to prioritize, good communication, the ability to achieve goals, respect, understand the situation, involvement every time with the team, trust, and be able to relate to other teams (Stincelli & Baghurst, 2014).

Informal leadership and involvement in teams positively influence organizational productivity and can absorb a large amount of information flow (volatility) thus encouraging a stable level of productivity. (Marion et al., 2016) said from several leadership theories (formal and informal leadership) equally functioning in various stakeholders; (Liu, Hallinger, & Feng, 2016, Marion et al., 2016). Without understanding informal leadership qualities, organizational leaders cannot fully utilize their informal leaders. More understanding of the quality of informal leadership can increase efficiency and contribute to the ability of formal leaders to utilize informal leadership in organizations. Informal leadership can provide the capacity needed to improvise both who takes the initiative, and how they solve the problem (Johannessen et al., 2015).

Informal leadership can interact and identify the level at which individuals in a team where informal leaders determine the functions of one another, both from one's personality or skills. Informal leaders make it possible to influence the flow of communication among other agents (between centrality); communication (the centrality of information), thus making information flows more efficient (central proximity) (Borgatti et al., 2013, Marion et al., 2016). Informal leadership functions are carried out by agents in contributing ideas, fighting information and ideas with each other, interacting, processing and disseminating information (Marion & Hanson, 2011) (Marion et al., 2016) in an organizational unit recognized, there is a lack of quality that making informal leadership effective in organizational influence (Pielstick, 2000, Stincelli & Baghurst, 2014).

Informal leaders make a significant contribution to organizational leadership, but formal leaders often fail to harness the power of informal leadership (Pescosolido, 2001; Behrendt, Matz, & Göritz, 2017; Stincelli & Baghurst, 2014). Informal leadership is often overlooked but can benefit organizational leaders (Avolio, 2007; Pescosolido, 2001). For example, in certain circumstances, followers can use more influence over the leadership process than formal leaders because they are respected and considered credible (Chan & Chan, 2005; Harris, 2005) This influence allows followers to serve as informal leaders, and collaboration and knowledge sharing with formal leaders can occur if mutual trust relationships are developed and maintained (Rivera & Kashiwagi, 2016). Leading from behind

allows individuals to use their unique skills, talents, and experiences, and a stimulating environment that encourages collective action among followers will arise (Stincelli & Baghurst, 2014; Hill, 2004; Schreiber & Carley, 2006).

Informal leadership is achieved through individual competencies, organizational civilization and specific requirements of the situation (Avolio, 2007; Bolt & Ha gemann, 2009; Dundon & Pattakos, 2001; Farrell et al., 2005; Howatson- Jones, 2004; Leonard, 2003; Lopez-Zafra, Garcia-Retamero, & Augusto Landa, 2009; Masood, Dani, Burns, & Backhouse, 2006; Popper, 2004; Sharma & Kaur, 2008; Xenikou & Simosi, 2006). However, although the research conducted provides important recommendations in (Stincelli & Baghurst, 2014). Informal leaders have respect and credibility that allows them to influence and guide others in an organization without formal authority or authority (Peters & O'Connor, 2001) in (Stincelli & Baghurst, 2014) 2014.

One way informal leaders provide initiatives, share information and can get responses, is their ability to build trust and willingness to participate among individuals representing organizations from various sectors. Informal leaders work with various groups of people, find solutions, and create an environment of trust where participants feel comfortable being part of the informal leader (Pardo, Gil-garcia, & Burke, 2007). Informal leaders have the effect of taking the initiative to share information without limits through their ability to clarify the roles and responsibilities of each individual in the team (Pardo et al., 2007). Informal leaders have a strong influence

on group perceptions early on in group life (Pescosolido, 2001) and continued that informal leaders have a strong influence on group processes, in terms of norms, and results to be achieved in organizations (Pescosolido, 2001; Bass, 1990; Durham, Knight, & Locke, 1997; Kolodny & Kiggundu, 1980; Wheelan & Johnston, 1996) said Informal leaders have strong relationships with for group success.

In other references, (Bass, 1990; De Souza & Klein, 1995; Durham et al., 1997; Kolodny & Kiggundu, 1980; Wheelan & Johnston, 1996) say that informal leaders influence groups, in processes, give hope, and clear goals in members of the organization and have a strong influence on group dynamics, adding to each other's trust (Pescosolido, 2001).

(Zemke, 2008) in his research entitled Identifying Roles and Behaviors of Informal Leaders On Student Design Teams said that team leadership affects productivity and results of teamwork. Then Zemke continued that the quality of informal leadership could vary. The quality of informal leaders can increase or decrease the success of the team. Informal leaders seem to support group efficacy by creating and mediating teams. Zemke concluded that the quality of informal leadership was a key factor in the success of the team or organization and Zemke added that there was still little in-depth research on the characteristics of informal leaders.

(Pozolotin, Torskiy, Kostyrya, & Chesnokova, 2012) said that in their research the role of formal and informal leadership in the ship crew might exist, other than formal leaders, namely informal leaders who are capable of having personal qualities and ability to lead people and affect their behavior. Such influence is informal even stronger than formal leaders if it does not have good quality management. Continued, that informal leaders are staff members who do not occupy any managerial positions but, because of their personal qualities, experiences and behavior, occupy an exclusive place. The determining factors determine the possibility of informal leadership including age, position, professional knowledge and skills, psychological characteristics, and the personal qualities of a leader. The influence of informal leaders in organizations is quite often even more significant than formal leaders if they do not have good quality and management skills. Informal leaders are group members who do not occupy official management positions but take special places because of a range of personal qualities, life experiences, and certain behaviors.

(Shaughnessy, Treadway, Breland, & Perrewé, 2017) said in his research Informal Leadership Status and Individual Performance: The Roles of Political Skills and Political Will that informal leadership has become a topic of great interest in recent years, arguing that there is still much research that must be carried out on the phenomenon of informal leadership. This research wants to conceptualize integrative socio-politics from informal leadership. This research shows that employees who are high in a political will or can be said to be motivated by power, and informal leaders are found to be lower in political will, and the performance of informal leaders is also found to depend on political skills. (such as Carson, Tesluk, & Marrone, 2007;

Ensley, Hmieleski, & Pearce, 2006; Friedrich, Vessey, Schuelke, Ruark, & Mumford, 2009; Zhang, Waldman, & Wang, 2012) the study found that informal leadership could contribute in politics, you must have skills and competencies so that you can influence members in the organization (DeRue & Ashford, 2010) and (Mintzberg, 1983).

(Kim, Gardant, Bosselut, & Eys, 2018) stated in their study that the Athlete's personality and informal role occupancy titles in interdependent sport teams that informal leaders - nonverbal An athlete who leads the team through examples, hard work, and dedication. Informal - verbal leader An athlete who leads teams both inside and outside playing the surface through verbal commands. These individuals are not chosen by the team as leaders but assume roles through social interaction.

(Lawson, 2016) in his research on Informal Leadership: A Study of the Impact of Executive On Patient Satisfaction In Hospitals where the study used quantitative non-experimental in the context of acute care hospitals, which surveyed nearly 4,000 registered nurses in 14 hospitals. This study has two main objectives: the first determines whether there are significant differences in job satisfaction for those identified as informal leaders and those who are not identified as informal leaders. Second, want to know the relationship between informal leaders and patient satisfaction. Besides, this study further assesses the impact of informal leader leadership styles, specifically studying the effect of transformational, transformational leadership tendencies on patient satisfaction.

(Whitaker, 1990) said in his research on Informal Teacher Leadership - The Key to Successful Middle-Level School Change Teacher leadership is very important to change and improve in school. A study of middle- level administrators who are effective determines that these actors identify the main teacher leaders and involve them in the decision-making process. They also use teacher leaders in informal ways to help advance schools with new and better programs and curricula. (Miner, 2013) also said in Informal Leaders' reasoning that transformational leadership presents a shift in leadership theory that tries to incorporate concepts shown by informal leaders who display humanism and attention to followers. This informal leadership identifies the positive aspects and influences of informal leaders in an organization. Significant differences between formal and informal levels of accountability and authority. Formal leaders must maintain their strengths, while informal leaders must have large social capital, in which both organizations help each other.

(Pardo et al., 2007) Explore questions about the role of informal leaders. This paper expands on how informal leadership influences collaborative information sharing. Case analysis contributes to the current knowledge of government leadership in complex network environments such as public health. A set of propositions taken from the analysis provides an initial model of the mechanism through which informal leadership influences information between governments. The findings also provide lessons on the role of informal leaders playing in cross-border

information sharing and, consequently, in producing government capacity to respond to complex public problems. (Ng'Ambi & Bozalek, 2013) Informal Leveraging of leadership in higher education institutions, this paper focuses on how leadership in higher education can be well expanded their influence to accelerate the diffusion of the practice of transformational education using technology that arises by utilizing informal leaders. The findings reveal that for technologies that appear to spread in social institutional systems, more transformative and less transactional leadership is needed. Paper proposes a model for accelerating the diffusion of technology that appears in higher education institutions and concludes that utilizing informal leadership is very important in accelerating the uptake of emerging technological practices.

Requirements of Informal Leadershio Competency

Commitment, communication, ability, knowledge, willingness, and influence were found to contribute to the emergence of informal leadership. Informal leaders have respect and credibility that allows them to influence and guide others in an organization without formal authority or authority (Peters & O'Connor, 2001). Masood and colleagues (2006) explain that every individual in an organization can influence others regardless of position or authority. Employee commitment to the shared values and goals of the organization contributes to his willingness to collaborate with others in the organization. Commitment to values and shared results motivates employees to act

in the best interests of the organization (Collier & Esteban, 2007). Our findings support five factors that contribute to leadership as proposed by Bolt and Hagemann (2009). First, proven records of strong performance and results have shown contribute to leadership abilities. Second, leaders have strong interpersonal intelligence. Third, effective written and oral communication skills are needed, and fourth, leaders take on increasing responsibilities and accept new challenges. Finally, effective leaders can develop and implement a clear vision. (Popper, 2004) emphasizes the importance of building trusting relationships as a means of influencing others. Charismatic leaders can develop relationships based on trust and commitment (Barbuto, 2005). Successful transformational leadership is based on the ability of leaders to develop positive relationships and trust each other (Boerner, Eisenbeiss, & Griesser, 2007). Followers believe and respect transformational leaders who must have self-confidence. However, respect is based on the behavior, abilities, and attributes of an individual (Chan & Chan, 2005; Glover & Hannum, 2008). This study notes that competence comes from the abilities and knowledge of informal leaders, but also that knowledge and abilities must be communicated in a committed manner. Only have the ability and knowledge to do certain tasks or tell others how to achieve them is insufficient. Conversely, willingness to show that competence is needed to be recognized as an informal leader (Stincelli & Baghurst, 2014).

Organizational Civilization Requirement

The results of the research show encouragement, sharing ideas, and opportunities to contribute to the number of informal leadership influences that can be given in organizational civilization. Xenikou and Simosi (2006) emphasize the human side of organizations that value cooperation, teamwork, self-actualization, empowerment, developing individual potential, participation, relationships, and social support.

Furthermore, as supported by this research, the environment that fosters collaboration is one component of a high-performance civilization. Individuals who are encouraged to participate can bring important shared skills from the entire organization (Wriston, 2007). Dundon and Pattakos (2001) explain that developing an organizational civilization that respects employees and supports collaboration enhances the organization's innovative capabilities. Thus, informal leadership development in an organization can help in this process. Although opportunities for informal leaders to contribute can produce positive results, formal leaders must develop an environment where mistakes are accepted if they ultimately lead to progress. Motivating individuals to pursue continuous growth must be permitted (Orme, 2009), and recognition that this might result in success and failure must be recognized. Hill (2004) emphasizes the importance of developing an organizational civilization that provides individuals the opportunity to use their unique skills, talents, and experiences. According to Bass, Jung, Avolio, and Berson, (2003), employee empowerment shows followers that leaders see them as competent, that their work has an impact, and that their role has meaning. (Stincelli & Baghurst, 2014).

Specific Requirements

Specific requirements include ability, skill, purpose, and effectiveness when discussing informal leadership. Zaccaro (2007) states that organizational Specific requirements are now often associated with the emergence of a leader. Individual-educated in the desire of the workforce to participate in organizational leadership and the decision-making process, but organizations must develop a less hierarchical structure in which leadership is shared throughout the organization. Shared leadership encourages all members to participate in the leadership process (Pearce, 2004). Organizations have begun to replace top-down leadership structures with structures that place responsibility for leading organizations on individual teams throughout the organization. Thus, informal leaders may have a greater influence on the leadership process of individuals in formal leadership positions. This is important because it is recognized that informal leaders are considered to have Specific needs to accomplish tasks effectively. Specific requirements often require different types of leaders who have skills, knowledge, and experience (Howatson-Jones, 2004). Two types of leadership arise from Specific needs. One of the leaders was marked as an enabler and created an environment that encouraged collective action. Other leaders, are considered adaptive, achieve collective leader actions through utilizing

independent interactions (Schreiber & Carley, 2006). Informal leaders based on these findings will be considered adaptive leaders because they are considered to arise throughout the organization and from anywhere in informal networks to meet the demands of the situation. (Stincelli & Baghurst, 2014)

Trusted Leader Requirement

(Grover, Hasel, Manville, & Serrano-Archimi, 2014) said that trust restores uncertainty for followers and shows the trust of leaders and expects clear feedback, support, and expectations (improvement in action leader actions). (Kelley & Bisel, 2014) also said that the trust of leaders completes and invites alternative interpretations of several findings related to the perspective of rational information processing from the trust of leaders.

Trust is a key element in social and economic relations and is also one of the factors that determine performance in an organization. Previous literature has broadly discussed the study of organizational trust which has produced clear evidence that trust is very important in an organization. (Guinalíu & Jordán, 2016). (Shao, 2018) also says that trust has been conceptualized as "a psychological state that consists of the intention to accept vulnerability to the positive expectations of other people's intentions or behavior" (Rousseau, Sitkin, Burt, & Camerer, 1998, p. 395). (Shao, 2018) adds that leader morale may indicate information about the integrity and virtue of leaders, which are two main predictors of trust (Mayer, Davis, & Schoorman, 1995). Trust in a leader is a strong predictor of several work outcomes, such as organizational

citizenship behavior and job performance (Dirks & Ferrin, 2002). (Shao, 2018) more clearly explains that to advance understanding of leadership, Dirks and Ferrin propose a two-perspective framework: a character-based perspective that focuses on the character's perception of leaders, and a relationship-based perspective that focuses on how followers understand the nature of relationships between leaders and followers. Both perspectives greatly enhance the understanding of trust in leadership and provide additional factors that influence trust in leadership through the two perspectives above.

(Schuh, Sundar, & Hagner, 2015) say that students view leadership in various ways. For some, being a leader involves formal activities such as being a team captain, presenting at a conference, or writing articles for newsletters. Other students interpret leadership more informally, as heard by other students, listened to when they present ideas, or speak in front of the school using megaphones. For these students, leadership is very closely related to self-advocacy

Legitimacy Requirement

(Szczucki, 2018) said that legitimacy is twofold, primary and secondary. Primary legitimacy gains legal validity from its coherence with ethical rules and responsibilities. Secondary legitimacy, which is often regarded as the only one, replaces the validity in the decisions of the authorized legislator, thus deciding the binding of normative determinations. (Wells, Fisher, Porras, Staddon, & Ryan, 2017) Legitimacy in decision making (whether decisions are considered fair and

acceptable) (Adger et al., 2003). (Hel & Biermann, 2017) Legitimacy is justice perceived as an assessment of the knowledge, respecting values, interests and different beliefs (Cash et al., 2003). Three types of strategies which aim to foster a perception of legitimacy between actors, which we call legitimacy through representation, legitimacy through formal recognition and legitimacy through participation. Science claims legitimacy emphasizes that they represent various relevant scientific fields

Conclusion

In the research literature review, it was concluded that the birth of informal leadership was supported by several factors, namely individual competence, organizational civilization, Specific requirements, trusted leaders, and more legitimacy of leadership in Islamic boarding schools. But there still needs to be further research on how to maintain informal leadership, because the authors feel that informal leadership cannot be denied. In any formal or informal organization, there can be ensured informal leadership. Even further research is also very much needed how when informal leadership emerges at the top of the leadership in the organization. Because in his previous research on informal leadership is still under discussion or research on informal leadership that attaches to the person in the organization, not at the top of the leadership in the organization..

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