The Relationship between Psychological Capital and Accessible Resources to Support the Organization Power's Sustainability in School Administrators at the Islamic Formal School Education Institute (Islamic Elementary School and Islamic Junior High School)

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Abstract

The aim of this study is to investigate the relationship between psychological capital and the resources available to enable organizational strong sustainability in a school administrator. Managers who employ and value the following sorts of power in institutions, particularly educational institutions: competency, appreciation, persuasive strength, legal force, and charismatic strength. It has an effect on the psychological well-being of teachers in school organizations, which has a bearing on performance and daily life. Within this context, research on the concept of psychological capital has been advanced and excelled. This study prioritizes optimism about ideas, expectations, psychological durability, and self-efficacy, all of which are qualities of psychological capital. The concept of psychological capital is gaining ground, and one may argue that it is strongly tied to organizational strength. After scanning and analyzing the literature on this subject, it can be concluded that the school administrator's power and manipulation of power in school organizations can have an effect on the dimensions of teachers' psychological capital such as optimism, expectations, psychological resistance, and self-efficacy.

I. Introduction

The educational system is defined as a complex organization with an open social framework. All school-related activities are concentrated under one roof, with education acting as the cornerstone of this activity. The school organization's job is to ensure that education is actually education, which is categorized as social, political, and economic in nature (Ahmadi, 2001). This is basically connected to the fact that education must be viewed as an investment that can subsequently be translated into a means of employing public resources.

A school is a collection of individuals that includes administrators, instructors, students, and guards. Administrators wield considerable power in schools (Arslantas, 2007). The school administrator's concept of resources encapsulates the prevailing power structure. Response to the query "Where can I get electricity?" aimed towards assisting in locating a power source (Cheung, Kum, & Tang, 2011).

Organizational resources are developed in response to changing circumstances by evaluating organizational structures. An organization's electrical resources have an effect on its employees and their access to institutional resources, as well as on the location of its personnel (Arthur, Jonathan, & William D, 1997). An administrator who understands the resources' foundations and how to use them effectively can foresee the influence of organizational power consumption on its employees.

When power resources administrator texts are reviewed, it becomes obvious that some classifications are formed owing to the diversity of electrical resources. (Titrek & Zafer, 2009) By observing the relationships between individuals, organizations, groups, and teams, he formed the first resource or power type. These resources are divided into five categories: legal strength, persuasive power, award strength, charismatic strength (similarity), and information-expertise strength. (Afif, 1984). Furthermore, (Afif, 1984) recognized the power-based dimension of power as the sixth dimension of power. On the other side, when Max Weber coined the term "authority," he introduced dimensions of organizational strength resources. Managers might employ a variety of electrical resources to impress their subordinates at institutions. Administrators are able to influence and steer others through the use of resources (Shen , Yang, Liu, & Wang, 2014). As a result, it is critical to understand the institution's resources in order to determine the type of power it wields. According to (Mc Shane & Von Glinow, 2005), Energy resources are inextricably linked. There is no such thing as an administrative resource in an organization. It is critical for the administrator to make efficient and effective use of these resources in order to generate desires in employees and steer them toward organizational fertility.

Legal authority, which is a source of organizational power, is a type of authority that the administrator owns through his or her position. Legal authority, alternatively referred to as authorized authority or authorized authorization, refers to the formal authority that the administrator possesses as a result of its office (Rehman , Yusoff, Zabri, & Ismail). Another force takes the form of an award. In this case, effectiveness is contingent upon the availability of electrical resources. If the administrator properly utilizes the award power and applies it uniformly to all employees, the administrator has the greatest ability to impress labor (Sutrisno, 2005). Other resource power, or fascinating power, is characterized as the capacity to intimidate, damage, or threaten subordinates. Interesting authorities are critical for ensuring that subordinates carry out their responsibilities successfully and in accordance with the rules (Northouse, 2012). The capacity to explain material and nonmaterial forces that compel people to behave predictably is an intriguing strength. It is utilized by the administration to guide individuals into particular behavioral types (Luthans, vey , & Peterson, 2010). According to (Keser & Kochan, 2014), Expertise is another form of electrical resource. Expertise is a form of power that is linked to knowledge, ability, and experience.

The institution's consultant authority stems from its link with the network and information. This type of authority is based on a leader's skill and experience, as well as the degree to which employees trust the leader's judgment. Administrator competence in specific areas aids in the orientation, persuasion, and influence of institution workers. Individuals are impacted by the personalities they like and desire to emulate. In a summary, expertise is the art of influencing others through the use of reputation (Ibrohim & Bustomi, 2012). Charismatic strength is closely related to the administrator personality (Iskndar, 2015) and comes from the fact that dedication, loyalty, and respect workers motivate them to carry out their responsibilities and show their desire to make their administrator happy. This type of strength is similar to the strength of expertise, but requires fewer supervision (Hasbi, 2013). Charismatic power comes from the fact that

subordinates put premiums on the ability of administrators to impress them (Damopoli, 2015).

In school organizations, it was found that school administrators utilize legal and strong strengths, and useful forces, in accordance with the study conducted by (Buhungo, 2015). According to study results regarding the relationship between school administrators' emotional competence and administrative authority, the more emotionally competent administrators are, the more their charismatic skill, appreciation, and strength are utilized. Additionally, when a school administrator lacks emotional intelligence, they place a greater emphasis on legitimate and persuasive authorities. Another research of school administrators' power resources reveals that the school administrator more frequently employs legal power resources toward instructors and valuable power resources toward students (Luthans, Vogelsesang, & Lester, Developing The Psychological Capital of Resilience, 2006).

Importantly, this study emphasizes the concept of psychological capital, which encompasses not only what an individual desires, but also his drive to be the best and his aspirations for the future (Mubarak, 2015). Psychological capital is defined as the forming condition of a profitable individual. Psychological capital is defined as "development conditions that benefit individuals," and psychological capital enables individuals to answer the question "Who am I?".

Psychological capital is a loaded phrase. This is the foundation established on the strength of one's expectations, tenacity, optimism, and self-sufficiency (Suhardan, 2010). As previously said, hope, durability, optimism, and self-sufficiency can be understood as follows: Hope is the conviction that individuals may begin and continue working toward specific goals. Hope is founded on initiative, resolve, and the community's desire to pursue alternative means of achieving their goals. Self-efficacy is defined as an individual's confidence in their ability to perform at a given level in a circumstance that may have an effect on their lives (Rosdianti, 2013).

Optimism is regarded as the foundation of psychological capital and has been used to characterize positive psychological concepts and human existence throughout human history (Luthans, 2002). Optimism is shown when people associate their inner, permanent, and general occurrence with positive conditions while associating outside, temporary and personal events with negative ones (Rohiat, 2009). Psychological durability which is another dimension is the positive coherence that people have to certain hazards and harsh conditions. According to Özkalp (2009), durability is a concept that expresses community behavior to all their difficulties and durability, flexibility, harmony, reaction to existing psychological changes.

Psychological capital, with a more complex structure and a bigger number of constituents, is related to the question "How did you get started?" greater than anything else or who knows (Peterson, 2010). Consequently, the positive psychological source encompassed by the concept of psychological capital is critical in the development of unique mental structures (Muhaimin, 2011). On the basis of psychological capital concepts in relation to the administrator, it has been found that managers can apply a variety of strategies to boost their employees' trust, expectations, optimism, and longevity (Adipratama, Sumarsono, & Ulfatin , 2018). This information is collected by examining influence on energy resource learning organizations and the concept of psychological capital.

A principal's role requires them to be able to impress those who see them and to ensure that school organizations are directed toward organizational goals in order to fulfill their responsibilities. Competent principals must create management plans based on their

vision and core values and then involve teachers in decision-making in order to successfully manage the school administration process (Adnan & Hafied, 1996). A principal's duty requires them to impress those who observe them and to guarantee that school organizations are guided toward organizational goals in order to fulfill their responsibilities. To successfully administer a school, competent principals must design management plans based on vision and general values and then involve teachers in decision-making (Alma, 2003).

Successful school administrators must be aware of the various kinds of power available to them based on their official authority or personal traits, then select the most appropriate type of power for effective school administration and demonstrate its application capacity (Kotler & Amstrong, 1997). Furthermore, the administration must establish authority by highlighting the need of collaborative work during school events, not to foster individualism but to foster team spirit (AR & dkk, 2018). This situation has a substantial impact on organizational personnel's psychological well-being, which manifests itself in their performance and daily lives. Performance appraisal is one of the functions of human resource management, so it should be done properly. Without performance appraisal, management will certainly find it difficult to determine, for example, how much salary or bonuses, or other appropriate welfare given to employees (Ronny in Edward, 2020). Psychological capital research advanced at a breakneck pace and achieved unparalleled prominence in this sector. When self-efficacy, a component of psychological capital, is viewed through the lens of a teacher, it stresses critical knowledge and ability to instruct. According to this study, educators must possess a strong sense of self-efficacy in order to design effective learning strategies and practices.

Although several studies have been conducted on the dimensions of expectations' description, objectives, and contribution, there are several studies on their influence on the instructor. When this study was conducted to ensure that instructors were productive, students were more engaged in their learning, and schools performed better, teachers' and students' expectations and happiness had to be overlooked (Haryono, 2014). The consequences of each dimension on the teacher demonstrate that it is self-disclosing and demonstrates that the dimensions do not exist in isolation. The situation described above can be explained in two ways: through professors' effect on students and through student interpersonal relationships (Nurhayati, 2014). If the teacher is not empowered structurally and psychologically, they may be unable to accumulate their own psychological capital. In this situation, one could argue that the form of the school organizations in which teachers operate has a substantial impact on their psychological capital growth. School leaders and strong resources are critical to the efficient and regular operation of school organizations. (Yorulmaz, 2014). The leadership is a process that affects organized groups which direct to achieve Syakur et al (2020) stated that organizational objectives as the appropriate base to measure leadership construction.

One could argue that the school administrator has an effect on teacher psychological capital growth. This effect can be seen in school administrators' administrative use of power resources. While the school administrator has legal authority as a result of his position, how that authority is exercised is governed by the structure and membership of the school organization in which he or she works. According to research, persuasive and expert abilities are more effectively utilised in publicly funded schools than award-winning abilities (Abdul, 2008). According to the research findings, there is a relationship between psychological capital and accessible resources to support the organization power's sustainability specially in school administrators at the Islamic Formal School Education Institute (Islamic Elementary School and Islamic Junior High School) When this is

examined, it is possible to conclude that the power and type of power derived from the teacher's psychological capital and exercised by the school administrator are likely to be beneficial in the aspects of optimism, expectations, psychological durability, and self-efficacy.

II. Research Methods

The aim of this study is to investigate the extent to which the school administrator's resources have an effect on teacher psychological capital and to contextualize the findings and recommendations in light of the data gathered. This paper employs the process of literature review. Literature research is used to locate articles and scientific study on research themes. The literary research process begins with a review of current knowledge and resources. The literature research model is defined as an investigation of published work in a variety of formats, including books, magazines, and articles in scientific disciplines within the scientific area (Sugiono, 2008).

III. Results and Discussion

This section contains findings and discussion gleaned through literature searches on research problems.

Administrator authority fundamentals are inextricably linked to the characteristics of institutions, jobs, and people. In order for the principle, who is ultimately responsible for the efficacy and productivity of the school organization, to fulfill its tasks, they must have the potential to inspire other people's efforts and decisions. The majority of these services entail some kind of discovery and collaborative effort. On the other hand, school staff are made up of specialists in their respective professions who keep an eye on them, and school organizations are focused on institutional goals (Mulyadi, 2010). Key challenges must be examined by the Principal when using their administrative authority. For instance, each school is distinct in terms of services given and employee qualities. Educational activities at school are not one-person tasks.

In this scenario, it is necessary to discuss the fundamentals of school administrator authority. When it comes to resolving institutional structures in loosely organized and value-oriented schools, it is critical to determine the source of administrator authority (Syafaruddin, 2000). When establishing a school, it is critical to note that the aggregate strength of the organization is referred to as the strength obtained (Taymaz, 2003: 66). Gibson and Dembo (1984) assert that when psychological capital is applied to teachers, a teacher with a high level of self-efficacy in psychological dimensions is more willing in class, more successful with time management, and works longer. Teacher self-efficacy is defined as a faith in effective instruction and trust." According to completed research, the teacher's ability to create successful educational arrangements and practices is strongly related to self-efficacy components.

When the dimensions of expectations and the concept of psychological capital were examined in relation to the instructor, it was determined that the instructor became more productive, students became more engaged in the learning process, and the school performed better. Therefore, expectations and student happiness should not be overlooked (Sugeng, 2008). The teacher's effect on each dimension demonstrates that it is self-revealing and demonstrates that dimensions are an inseparable totality. The situation mentioned above can be explained in two ways: through the influence of teachers on students and through the interactions of students.

IV. Conclusion

Among the components, school groups, administrators, and teachers all have a significant role to play. The teacher is a critical character in the educational organization, and their activities can either benefit or harm institutions (Wahjosumidjo, 2002). Individuals who make education their calling share a shared objective. This objective is to assess students' learning ability while taking into account their individual differences. Some may suggest that instructors' professional development and pre-existing psychological capital qualities have a sizable impact on students' career development and academic accomplishment. Psychological capital concepts were established to sustain employee performance in the economic and social sectors, as well as to demonstrate the favorable effects of this conduct (Sutarto, 1998). Individuals who make education their calling share a shared objective. This objective is to assess students' learning ability while taking into account their individual differences. Some may claim that instructors' professional development and psychological capital traits are contingent on community strength and their ability to grow in the workplace. This concept was investigated on four different levels: optimism, psychological well-being, expectancy, and self-efficacy. When individuals act responsibly and communicate their sentiments, this has an effect on the organizational structure in which they find themselves. In this scenario, it may be asserted that increasing teachers' psychological capital will have a beneficial effect on school organizations. By highlighting the positive characteristics of teachers who work in educational institutions, further developing these characteristics, and providing conducive environments and facilities for this purpose, it is possible to assert that success in educational institutions will increase, thereby contributing to the success of the institution. In preparation for life, which is one of the more dubious objectives. Teachers' discovery of their own traits, their awareness of their own positive and negative features, might boost their own psychological capital. One could claim that the school administrator, as an organization, influences the growth of teacher psychological capital. School teachers can demonstrate this skill through their administration's utilization of resources, which has a substantial impact on students' career development and academic accomplishment. Psychological capital concepts were established to sustain employee performance in the economic and social sectors, as well as to demonstrate the favorable effects of this conduct (Anwar, 2003). The school administrator possesses legal authority as a result of his position; but, the manner in which this authority was exercised was decided by the structure and membership of the school organization. According to studies, persuasive and expert powers are more efficiently exploited in state-funded schools, while helpful strengths are effectively excreted.

As a result, the school administrator must be knowledgeable about the electrical resources they want to use against teachers and other employees, as well as the strategies necessary to maintain authority. To identify critical tactics for the school organization and choose how to apply them, school administrators must first evaluate their own electrical resources and their influence on teachers and other employees.

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