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Fostering Knowledge Sharing Culture in Pesantren: The Charismatic Leadership Perspective

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Abstract The purpose of this study is to investigate how psychological safety atmosphere and tacit knowledge exchange are impacted by charismatic leadership. The crucial function of psychological safety climate as a mediator factor between charismatic leadership and tacit knowledge sharing is also examined in this study. This study used 61 samples of ustadz/ustadzah from a Banten pesantren using a straightforward random sampling technique. The study's findings suggest that the atmosphere of psychological security and tacit information sharing is significantly influenced directly by charismatic leadership. Likewise, sharing of tacit knowledge is directly impacted by the psychological security environment in a big way. Additionally, through the mediation of a psychological safety atmosphere, this study finds evidence of the large indirect impact that charismatic leadership has on the sharing of tacit information. Accordingly, in this research paradigm, the psychological safety atmosphere serves as a partial mediator.

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

INTRODUCTION

It's possible that the management structure in educational settings, like pesantren, is simpler than that of big businesses. On the other hand, pesantren face unique challenges in managing knowledge reserves and unstructured tacit knowledge, which is further compounded by the presence of senior ustadz and kyai. This implies that it becomes a "trouble" for pesantren to manage knowledge that belongs to individuals and is developed into organizational property. According to the literature currently in publication, a pesantren's success is significantly influenced by its members' individual knowledge-sharing behaviors. An atmosphere that is favorable to the development, synchronization, integration, and transfer of knowledge among the ustadz/ustadzah of pesantren is a big benefit. Knowledge that is shared has more value, according to research on knowledge management. (Asbari et al., 2019; Asbari, Wijayanti, Hyun, et al., 2020; Basuki, Asbari, et al., 2020; Singgih et al., 2020). Agistiawati et al., 2020. This can only occur if the organization can properly manage knowledge resources and if ustadz/ustadzah are willing to share their knowledge with their colleagues. (Asbari & Novitasari, 2020b, 2020c, 2021a, 2021b; Asbari, Novitasari, & Goestjahjanti, 2020; Asbari, Novitasari, Gazali, et al., 2020; Asbari, Novitasari, Pebrina, et al., 2020).. Finding and identifying the elements that support or undermine ustadz's/propensity ustadzah's to participate in the process of knowledge sharing is therefore essential. In 2020a, Asbari and Novitasari. One of the key factors that contributes most to success is leadership (Asbari, 2011; Asbari & Novitasari, 2020a). (Novitasari, Asbari, Sutardi, et al., 2020; Novitasari & Asbari, 2020a, 2020b); Asbari, 2011; Asbari et al., 2021; Asbari, Novitasari, Gazali, et al., 2020; Jumiran et al., 2020).

There is proof from empirical research that charismatic leadership improves an organization's performance as a whole. The impact of senior leadership on performance success at the overall organizational level was the focus of the majority of prior studies, the authors of the comprehensive analysis of the literature discovered, despite the fact that the role of leadership has been heavily emphasized in much of the existing

literature (Asbari et al., 2021b, 2021a, 2023). In the context of pesantren ustadz/ustadzah, where knowledge sharing among individuals is essential for them to develop a deep understanding of the main tasks and functions (tupoksi) of each ustadz/ustadzah team member within the overall pesantren organizational system, few studies have examined the impact of leadership practices, especially charismatic leadership in ustadz/ustadzah teams, on knowledge sharing behavior at the individual level of ustadz/ustadzah teams. According to the research on knowledge management, mid-level ustadz/ustadzah team leaders have a significant impact on people's motivations, attitudes, and information sharing behaviors (Asbari & Novitasari, 2015). (Novitasari & Asbari, 2021a).

Nevertheless, more thorough research is still needed to fully understand the mediating role that psychological safety climate plays between the two concepts. One step toward filling the research gap is this study. through the application of psychological safety climate theory and charismatic leadership. Through the mediation of psychological security climate variables, the researcher created a theoretical model to investigate the effects of charismatic leaders on individual-level knowledge sharing behavior. This study specifically focuses on the tacit knowledge exchange mechanism used by PESANTRY actors' personnel. The thoughts, perceptions, and cognitive processes that make up an individual's cognition are examples of implicit knowledge. It is more challenging to impart this kind of knowledge (Asbari et al., 2019). Nonetheless, this kind of information is crucial since it inspires each worker's unique creativity and inventiveness. The steps involved in this investigation were as follows: The literature on tacit knowledge sharing, psychological safety atmosphere, and charismatic leadership was first examined by the researchers. Secondly, the investigator put up a theoretical framework and formulated congruent research conjectures. Thirdly, provided the data analysis results and explained the operationalization of the construct, data gathering methods, and data analysis approaches. The latter half of this research study report discusses the theoretical and practical ramifications of the empirical findings.

Charismatic Leadership

The word "charisma" has Greek origins and means "gift." Max Weber later used the word to describe an individual's heroic or outstanding character in the context of leadership. One of the individual behaviors that most influences crucial leadership styles is charismatic leadership. Charismatic leadership was characterized by Conger et al. (1997) as an attribution based on followers' impressions of their leader's actions. The relationship between leaders and followers that produces "internalized commitment to the leader's vision, very strong admiration and respect for the leader, and follower identification with the leader, the vision, and the collective formed by the leader" is another definition of charismatic leadership provided by Waldman & Yammarino (1999). According to the conception, followers must express their charisma or exhibit specific behaviors for there to be charisma (Banks et al., 2017; Grabo et al., 2017).. Charming leaders are adept at motivating followers by speaking positively to ustadz/ustadzahis about the goals that need to be accomplished in the future and establishing in them the positive values that go hand in hand with the intended results. Because they have faith in the charismatic leader's capacity to fulfill the organization's objectives, ustadz/ustadzah emotionally connect with them. (Banks and others, 2017). The idea of charismatic leadership has been used extensively in studies over the past few decades to look at how leadership affects knowledge sharing success and how that affects performance overall. In order to investigate the effect of charismatic leadership on the tacit knowledge sharing behavior of pesantren ustadz/ustadzah, the authors of this study apply it to pesantren organizations.

Psychological Safety Climate

Over the past thirty years, sociologists and psychologists have given the idea of climate a lot of thought. According to a cognitive theoretical framework, climate is defined as people's perceptions and understanding of their workplace, which is connected to common views of the activities, norms, and behaviors that the group values and expects. Unlike culture, which has its roots in past events and deeply held beliefs, climate typically refers to the surrounding circumstances at a given moment in time. As a result, it is subjective, temporal, and frequently vulnerable to direct manipulation by individuals in positions of authority (Denison 1996; Bock et al. 2005; Boh and Wong 2013). A key component of the ustadz/ustadzah team climate that is defined by interpersonal trust and respect that allows individuals to feel comfortable being who they are is the psychological safety climate. This concept has its origins in earlier studies on organizational transformation, when researchers talked about how people need to feel comfortable and able to change if psychological safety is created for them. In the context of ustadz/ustadzah team learning, Edmondson (1999) developed the idea of psychological safety climate, which he defined as "the shared belief held by members that the ustadz/ustadzah team is safe for interpersonal risk-taking." Research indicates that a psychologically safe environment can support learning behaviors in ustadz/ustadzah teamwork by

decreasing people's overly worrying about other people's reactions to potentially embarrassing or threatening behaviors and by boosting people's confidence that the ustadz/ustadzah team won't reject or punish any member who speaks up (Edmondson 1999). Psychological safety climate has been used extensively in organizational and information systems research in the past few decades, and empirical investigations have shown that people are significantly impacted by this kind of ustadz/ustadzah team environment. normative attitudes, driving forces, and practices of information sharing (Edmondson 1999; Shao, Feng, and Liu 2012; Shen et al. 2015).

Tacit Knowledge Sharing

Knowledge is the cornerstone of an organization's competitive advantage and a major factor influencing boarding school performance, according to the literature on knowledge-based learning. (Rumanti et al., 2018; Lopez-Cabarcos et al., 2019) .. Knowledge is divided into two categories by existing literature: explicit knowledge and tacit knowledge. Described, recorded, or documented knowledge that is observable, objective, and formally expressed is referred to as explicit knowledge. Reports and knowledge repositories are often where this kind of information is kept. Masri and colleagues (2018). Contrarily, tacit knowledge is the expertise and subjective, context-specific presumptions that people form. This kind of knowledge essentially exists in people's heads and manifests itself in behaviors like commitments, attitudes, and motives. (Jasimuddin et al., 2005; Nikolić & Natek, 2018; Anand et al., 2010). Within the framework of organizational learning, the term "tacit knowledge sharing" refers to the sharing and exchanging of individual experiences, expertise, and skills pertaining to the know-how, know-where, and know-who of team members or the entire organization. This occurs at the request of other members. (Shao, Wang, Feng, and others, 2016) It is imperative for organizations to guarantee that their members freely and transparently communicate tacit knowledge. It is imperative for organizations to create an atmosphere that grants all members access to novel insights and varied perspectives that they might not have encountered otherwise, and enables them to leverage their expertise and experience to enhance overall performance. (Novitasari, Asbari, Sutardi, et al., 2020; Novitasari & Asbari, 2020a, 2020b; Gazali et al., 2020; Asbari, Novitasari, Silitonga, et al., 2020).. Since sharing of tacit information is based on individual experiences and abilities, it is typically challenging to do so without the collaboration and active participation of individuals. Empirical research has revealed that contextual elements like organizational climate have an impact on tacit knowledge sharing behavior in addition to psychological motivation. (Shao, Wang, Feng, and others, 2016) Understanding the significance of organizational climate is crucial, as it can foster a favorable atmosphere that promotes information exchange.

Charismatic Leadership and Psychological Safety Climate

A key predictor of the corporate climate is charismatic leadership, which is characterized by personal charm and attention to people's emotional appeal (Banks et al., 2017; Wang et al., 2005). . According to earlier research, charismatic leaders are skilled at conveying high performance goals, highlighting the connection between effort and significant values, and demonstrating confidence in their subordinates' abilities—all while gaining their followers' respect and trust. (Banks and others, 2017). A key component of a psychological safety climate is a climate of ustadz/ustadzah cooperation, where individuals feel safe being themselves and can trust one another without fear of interpersonal danger. This type of climate is best fostered by charismatic leadership. Edmondson (1999). A group of people come together as a ustadz/ustadzah team in the setting of a learning organization, apart from the conventional authoritative management and hierarchical structure. Charismatic leadership is crucial in assisting the coordination and communication among ustadz/ustadzah team members. (Wang and others, 2005). Ustadz/Ustadzah team members will feel that engaging in open communication, such as discussing mistakes and coming up with creative ideas, is motivated by a sense of relief from the risks and embarrassment caused by unanticipated technical errors if the team leader is able to win over followers' trust and respect while demonstrating strong confidence in the ability of subordinates to achieve their KPIs. This helps learning organizations create a psychologically safe environment. Edmondson (1999).

Psychological Safety Climate and Tacit Knowledge Sharing

Previous research has discussed the need to create a climate of psychological safety for individuals if they are to feel safe and able to share, as people tend to act in ways that inhibit learning and knowledge sharing behaviors when they face potential threats. (Javed et al., 2019; Maximo et al., 2019).. Existing literature states that a high psychological safety climate can lead to mutual respect and trust among ustadz/ustadzah team members (Edmondson, 1999). (Edmondson, 1999). Ustadz/ustadzah team members with higher trust are more likely to treat others as partners and family members, and are more likely to work

together cooperatively and share personal experiences with each other. (Sun & Huang, 2020). This is beneficial for facilitating *tacit knowledge sharing* behavior, which usually resides in the minds of individuals and is expressed in informal communication and interaction among ustadz/ustadzah team members. (Guibrunet, 2019). In the context of a *learning organization*, the perception of a climate of psychological safety will alleviate individuals' excessive concerns 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 to enlarge the capacity of the organization (Edmondson, 1999). (Edmondson, 1999). It is beneficial to enhance individuals' behavior to share work-related knowledge (Guibrunet, 2019). (Guibrunet, 2019).

Charismatic Leadership and Tacit Knowledge Sharing

Charismatic leadership practices 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 strive to work in the service of their followers. (Asbari, 2020b; Asbari, Santoso, & Prasetya, 2020; Asbari & Novitasari, 2020d, 2021b; 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 in accordance with the underlying philosophy that it is the leader's duty to serve the people who follow him or her. (Asbari et al., 2021b; Asbari, Novitasari, et al., 2020; Asbari & Novitasari, 2020a; Asbari & Prasetya, 2021; Sudiyono, Goestjahjanti, et al., 2020; Yuwono et al., 2020)If the goal is for there to be a creation of trust and trustworthiness, and by showing concern for people allowing them to be their leaders, they are changing the social system to be more trusting and where people will communicate on a more personal level. If the goal is that there is trust creation and that there is *tacit knowledge sharing* 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, experience and personal values. (Banks et al., 2017). Bock & Kim (2002) showed that the quality of leader-member *tacit knowledge sharing* will support employees' ability 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, 2017). (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 is important to explore more deeply the phenomenon of the influence of this type of leadership in supporting knowledge sharing activities. Based on the above analysis, the following research hypothesis was developed.

H1: Charismatic leadership has a significant effect on psychological safety climate.
H2: Psychological safety climate has a significant effect on tacit knowledge sharing.
H3: Charismatic leadership has a significant effect on tacit knowledge sharing.
H4: Charismatic leadership has a significant effect on tacit knowledge sharing through the mediation of psychological safety climate.

According to Sekaran & Bougie (2016) the theoretical framework is the foundation on which the entire research project is based. From the theoretical framework, hypotheses can be formulated which can be tested to determine whether the formulated theory is valid or not. Then it will then be measured by appropriate statistical analysis. Referring to theory and previous research, the authors build a research model as follows:

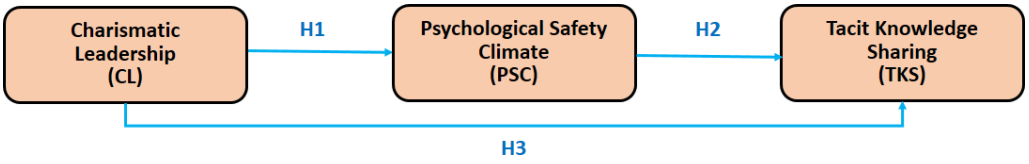

Figure 1. Conceptual Model of Research

METHODS

Data Collection

According to Creswell & Creswell (2017)According to Creswell & Creswell (2017), if the purpose of this research is to determine the relationship of influence between the variables under study, then a quantitative approach is best. Quantitative research methods are suitable in testing theories and hypotheses through the use of a set of statistical tools. (Creswell & Creswell, 2017).. Therefore, this study used a quantitative survey method to test the formulated hypotheses. Therefore, a questionnaire was adopted as an instrument to collect the required data. The study population consisted of 74 ustadz/ustadzah from one of the Islamic boarding schools in Banten. Using *simple random sampling, 74* questionnaires were sent online to the population. A total of 61 questionnaires were returned and valid, which formed a response rate of 82.4%. According to Roscoe (1975) *rule of thumb* suggests that a sample size of greater than 30 and less than 500 is appropriate for most studies, therefore, the sample size obtained for this study was considered appropriate.

Measurement and Scale

Due to the nature of this study which involves dependent effects between latent constructs and manifest variables, the reflective measurement model is suitable for this study. (Hair et al., 2021). Charismatic leadership was measured using three items (CL1-CL3) from Shao, Feng, & Wang (2016) and Wang et al. (2005). Psychological safety climate was measured using three items (PSC1-PSC3) from Edmondson (1999) and Shao, Feng, & Wang (2016).. *Tacit knowledge sharing* was measured using three items (TKS1-TKS3) from Shao, Feng, & Wang (2016). All variables were measured on a five-point Likert-type scale. Each closed-ended question/statement item is given five answer options, namely: strongly agree (SS) score 5, agree (S) score 4, neutral/doubtful (N) score 3, disagree (TS) score 2, and strongly disagree (STS) score 1. The method for processing data is PLS and uses SmartPLS version 3.0 *software* as the tool. More complete for the list of items used in this study can be seen in Table 1.

Data analysis

The most popular statistical techniques under Structural Equation Model SEM are covariance-based approach (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 branches of science. (Hair et al., 2012). The ability of PLS-SEM to handle *problematic modeling* issues common in social science environments 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. Given the advantages of this approach, this study used PLS-SEM to test the overall hypothesis. SmartPLS 3.0 software was used to evaluate the *outer model* and *inner model* respectively. The *outer model* testing was conducted to ensure the reliability and validity of the measurements, while the introduced hypotheses were examined through the *inner model*.

Table 1. List of Research Items

Notation	Item
Charismatic Leadership (CL)	
CL1	Our leaders are models that I can follow and emulate.
CL2	I believe in our leaders' ability to overcome any obstacle in the organization.
CL3	I have great respect for our leader and am proud to work with him.
Psychological Safety Climate (PSC)	
PSC1	I don't think it's difficult to ask other members of the ustadz/ustadzah team for help.
PSC2	I feel safe from excessive punishment when I make mistakes in the ustadz/ustadzah team.
PSC3	I think group members are able to bring up problems, no matter how difficult they are.
Tacit Knowledge Sharing (TKS)	
TKS1	I am happy to communicate with coworkers privately about my experience at the boarding school.
TKS2	I wanted to share my skills at the boarding school with other coworkers.
TKS3	I am happy to share my knowledge of *know how*, *know where* and *know whom* at the request of my colleagues.

RESULTS AND DISCUSSION

Results

A total of 61 ustadz/ustadzah participated. Most were male (66%), followed by female (34%). They had different age groups: under 30 years old (23%), between 30-40 years old (47%) and over 40 years old (29%). Their tenure as ustadz/ustadzah is also quite diverse, with some of them under 1 year (35%), ranging between 1-3 years (33%), and more than 3 years (32%). The education level of the majority is SMA/MA (90%) and then undergraduate (10%).

Table 2. Sample Description

Criteria		Total	%
Gender	Male	40	66%
	Women	21	34%
Age (as of March 2021)	< 30 years	14	23%
	30 - 40 years	29	47%
	> 40 years	18	29%
Length of service as an ustadz/ustadzah	< 1 year	21	35%
	1-3 years	20	33%
	> 3 years	20	32%
Highest diploma	Bachelor	6	10%
	SMA/MA	94	90%

The measurement model testing stage includes testing convergent validity, discriminant validity. Meanwhile, to test construct reliability, *Cronbach's alpha* and *composite reliability values are* used. The results of PLS analysis can be used to test the research hypothesis if all indicators in the PLS model have met the requirements of convergent validity, discriminant validity and reliability tests.

The convergent validity test is carried out by looking at the *loading factor* value of each indicator on its construct. In most references, a factor weight of 0.5 or more is considered to have a strong enough validation to explain the latent construct (Chin, 1998; Ghozali, 2014; J. F. Hair et al., 2010). (Chin, 1998; Ghozali, 2014; J. F. Hair et al., 2010).. In this study, the minimum limit for the amount of *loading factor* accepted is 0.5, provided that the AVE value of each construct is> 0.5. (Imam Ghozali, 2017). After going through SmartPLS 3.0 processing, all indicators have a *loading factor* value above 0.5 or with the condition that the AVE value is above 0.5. The fit or valid model of this study can be seen in Figure 2. So thus, the convergent validity of this research model has met the requirements. The loadings, Cronbach's alpha, composite reliability and AVE values for each construct can be seen in Figure 2 and Table 3.

Discriminant validity is carried out to ensure that each concept of each latent variable is different from other latent variables. The model has good *discriminant validity* if the AVE square value of each exogenous construct (the value on the diagonal) exceeds the correlation between the construct and other constructs (the value below the diagonal). (Imam Ghozali, 2017) . The results of *discriminant validity* testing are using the AVE square value, namely by looking at the Fornell-Larcker Criterion Value obtained as shown in Table 4. The results of the discriminant validity test in table 3 above show that all constructs have an AVE square root value above the correlation value with other latent constructs (through the Fornell-Larcker criterion). Likewise, the cross-loading value of all items of an indicator is greater than other indicator items as mentioned in Table 4, so it can be concluded that the model has met discriminant validity. (Fornell & Larcker, 1981). Next, a collinearity evaluation is conducted to determine whether there is collinearity in the model. To find collinearity, it is necessary to calculate the VIF of each construct. If the VIF score is higher than 5, then the model has collinearity (J. F. Hair et al., 1981). (Hair et al., 2014). As shown in Table 5, all VIF scores are smaller than 5, meaning that this model does not have *collinearity* problems.

Construct reliability can be assessed from the *Cronbach's alpha* and *composite reliability* values *of* each construct. *The* recommended *composite reliability* and *Cronbach's alpha* values are more than 0.7 (Imam Ghozali, 2017). The reliability test results in table 2 above show that all constructs have *composite reliability* and *Cronbach's alpha* values greater than 0.7 (> 0.7). In conclusion, all constructs have met the required reliability.

Hypothesis testing in PLS is also known as the inner model test. This test includes testing the significance of direct and indirect effects and measuring the magnitude of the influence of exogenous variables on endogenous variables. To determine the effect of charismatic leadership on tacit knowledge sharing through the mediation of psychological security climate variables, direct and indirect effect tests are needed. The effect test was carried out using the t-statistic test in the partial least squared (PLS) analysis

model using the SmartPLS 3.0 software. With the boothstrapping technique, the R Square value and significance test value are obtained as shown in Table 6 and Table 7.

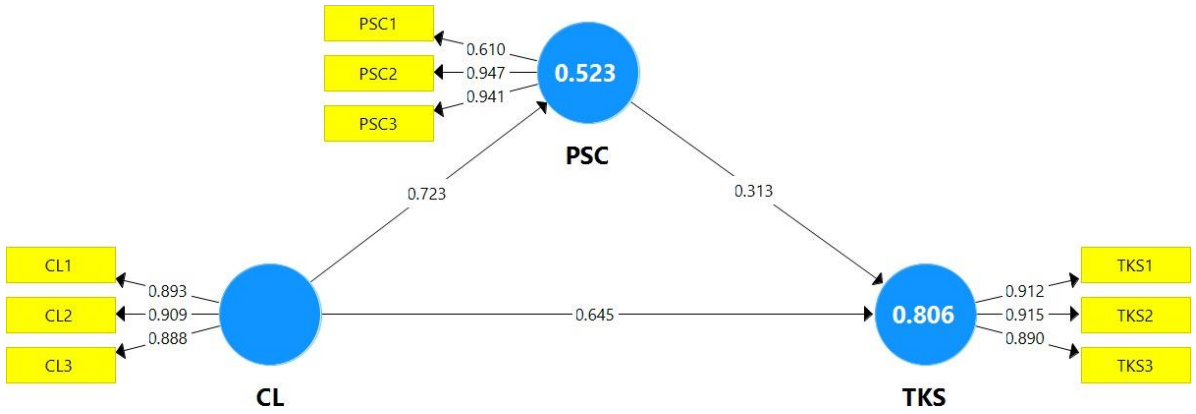

Figure 2. Valid Research Model

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**			

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

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)			

Table 6. *R Square* value

	R Square	R Square Adjusted
Psychological Safety Climate (PSC)	0.523	0.518

Tacit Knowledge Sharing (TKS)	0.806	0.801

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 by 80.6%, while the remaining 19.4% is explained by other variables not discussed in this study. While Table 7 displays *t-statistics* and *p-values* that show the influence between the research variables that have been mentioned. The four hypothesized pathways in this study were validated and supported at the 0.05 level of significance. Psychological safety climate is positively and significantly influenced by charismatic leadership (**H1 supported**). *Tacit knowledge sharing is* positively and significantly influenced by psychological security climate (**H2 supported**). *Tacit knowledge sharing is* positively and significantly influenced by charismatic leadership *Tacit knowledge sharing is* positively and significantly influenced by charismatic leadership through the mediation of psychological security climate (**H4 supported)**.

Discussion and Implications

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 pesantren, most of the previous studies were conducted at the level of large business organizations, but similar studies with the unit of analysis of pesantren are still rare, both in Indonesia and abroad. Therefore, the results of this study enrich the repertoire and *body of knowledge* related to charismatic leadership practices and their influence on psychological safety climate 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 guidelines to top management and/or pesantren owners in terms of selecting and appointing organizational leaders. This study shows that the charismatic leader's personality can facilitate *tacit knowledge sharing,* either directly or through a climate of psychological safety. Thus, pesantren management needs to consider charismatic leadership traits as an important evaluation dimension when selecting leaders of the ustadz/ustadzah team responsible for learning in pesantren. 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 herself should pay attention to her leadership style, and influence followers by demonstrating idealized influence and personal charisma rather than using authoritative power, to gain trust and respect among the ustadz/ustadzah.

CONCLUSION

Based on the theories 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 pesantren, through the mediation of organizational climate, specifically psychological safety climate. A field survey was conducted with a total of 61 valid questionnaires collected from ustadz/ustadzah of one pesantren in Banten. SEM technique was used to test the research model of four hypotheses. The results of SmartPLS analysis show that charismatic leadership directly has a positive and significant effect on psychological safety climate and *tacit knowledge sharing,* and 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 psychological security climate. Thus, in this study, psychological security climate acts as a partial mediator variable.

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

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