



## Principal Leadership Strategies In Shapeing Student Personality In Madrasah Ibtidaiyah Negeri 2 Mataram

Badrun<sup>1</sup>, Sopian Hidayatullah<sup>2</sup>, Fakhrrurrazi<sup>3</sup>

<sup>1,2</sup> UIN Mataram, <sup>3</sup>IAIN Langsa

\*Penulis<sup>1</sup>, e-mail: [dr.badrumpd@uinmataram.ac.id](mailto:dr.badrumpd@uinmataram.ac.id)

Penulis<sup>2</sup>, e-mail: [Shopianhidaystulloh46@gmail.com](mailto:Shopianhidaystulloh46@gmail.com)

Penulis<sup>3</sup>, e-mail: [frazilgs@yahoo.com](mailto:frazilgs@yahoo.com)

### Abstract

The purpose of the study was to describe the planning, implementation and supervision of school principals in shaping the personality of students at Madrasah Ibtidaiyah Negeri 2 Mataram. This research uses a case study approach. This research is included in the field research category. This study uses a qualitative research approach. Research data collection is done by observation, interviews and documentation studies. Research results (1). The Principal's Leadership Strategy in shaping the student's personality by planning the character to be formed, the personality formation strategy, the formation of the student's character based on the student's development, the factors considered in the formation of the student's personality and the Principal's leadership strategy in carrying out responsible activities. (2) Implementation of the Principal in shaping students' personalities, with several programs, namely: Intensive teacher development, involving teachers in shaping students' personalities and developing school culture. (3). The Principal's strategy in shaping the student's personality is carried out by controlling the personality of teachers and students, controlling the principal in supervising the teacher's role and controlling the principal in observing the teacher's efforts and involving the teacher in supervision.

### Abstrak

Tujuan penelitian untuk mendeskripsikan perencanaan, pelaksanaan dan pengawasan kepala sekolah dalam membentuk kepribadian siswa di Madrasah Ibtidaiyah Negeri 2 Mataram. Penelitian ini menggunakan pendekatan studi kasus. Penelitian ini termasuk dalam kategori penelitian lapangan. Penelitian ini menggunakan pendekatan penelitian kualitatif. Pengumpulan data penelitian dilakukan dengan observasi, wawancara dan studi dokumentasi. Hasil penelitian (1). Strategi Kepemimpinan Kepala Sekolah dalam membentuk kepribadian siswa dengan merencanakan karakter yang akan dibentuk, strategi pembentukan kepribadian, pembentukan karakter siswa berdasarkan perkembangan siswa, faktor-faktor yang dipertimbangkan dalam pembentukan kepribadian siswa dan strategi kepemimpinan Kepala Sekolah dalam melaksanakan kegiatan yang bertanggung jawab. (2) Implementasi Kepala Sekolah dalam membentuk kepribadian siswa, dengan beberapa program yaitu: Pengembangan guru secara intensif, melibatkan guru dalam membentuk kepribadian siswa dan mengembangkan budaya sekolah. (3). Strategi Kepala Sekolah dalam membentuk kepribadian siswa dilakukan dengan cara mengendalikan kepribadian guru dan siswa, mengendalikan kepala sekolah dalam mengawasi peran guru dan mengendalikan kepala sekolah dalam mengamati upaya guru dan melibatkan guru dalam pengawasan.

**Kata Kunci:** Strategy; Principal Leadership; Personality Formation

**How to Cite:** Badrun, Hidayatullah, S., Fakhrrurrazi. (2022). Principal Leadership Strategies In Shapeing Student Personality In Madrasah Ibtidaiyah Negeri 2 Mataram. *Jurnal Bahana Manajemen Pendidikan*, 11 (2), 91-95. <https://doi.org/10.24036/jbmp.v11i2>



This is an open access article distributed under the Creative Commons 4.0 Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited. ©2022 by author.

## 1. Introduction

Education is one of the most important factors in human life, without education life is like a vegetable without salt. With education a person can improve intelligence, skills, develop self-potential and can form a responsible, intelligent and creative person so that they are able to work and compete in social life. Education is a conscious effort made by the family, community, and government through guidance, teaching and training

activities that take place at school and outside school throughout life to prepare students to be able to play roles in various living environments appropriately in the future (Ramayulis, 2013: 4).

Lefurthermore Irianto (2013: 3) also emphasized that education is a conscious human effort to prepare humans to have the ability to play an active role in shaping their future. Education is a process and system that leads to the achievement of certain goals which are assessed and believed to be the most ideal. The purpose of education for the Indonesian people has been explained in Law no. 20 of 2003 in Chapter II article 3 that national education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming at developing the potential of students to become human beings who believe and fear God Almighty, have noble character, healthy, knowledgeable, capable, creative,

To realize the goals of national education can not be separated from the quality of education itself. In the current era of globalization, quality human resources are the most important factor in nation building. Quality human resources can only be realized through quality education. Therefore, efforts to improve the quality of education is the most important thing in order to improve human resources. DalalIf a group or organization has a goal to be achieved together. For a leader in leading and achieving the goals of an organization is not as easy as turning the palm of the hand. Because at the core of leadership is the process of influencing, encouraging, inviting, and mobilizing and guiding others in the work process to think, behave, and act in accordance with the applicable rules in achieving the goals that have been set (Andang, 2014:39). A leader must be able to influence, encourage, invite and move and guide others to want to work, think, behave and act in accordance with applicable rules so that the desired goals are achieved effectively, of course there must be a way. This method is often also termed by people with strategy.

This is because the organization has better knowledge and experience in approaching the fulfillment of customer needs and desires in the work area it serves. Furthermore, according to Mulyasa (2012: 66) strategy is related to decision making to determine the direction of the organization to be achieved. Strategy is a means used to achieve the ultimate goal of an organization, but strategy is not just a plan, but a unifying plan. Strategy binds all parts of the organization into one, so that the strategy covers all important aspects of an organization, the strategy is integrated from all parts of the plan that must be in harmony with each other and appropriate. Therefore, determining strategy requires a level of commitment from an organization, where the organizational team is responsible for advancing the strategy that refers to the final result or goal.

The word "head" can be interpreted as "chairman" or "leader" in an organization or an institution. While the "school" is an institution where it is a place to receive and give lessons. According to Wahjosumidjo's opinion written in the book *Principal Leadership*, that the above understanding can be defined that the principal is a functional teacher who is given the task to lead a school where the teaching and learning process is held, or a place where interaction occurs between teachers who give lessons and students who receive lessons" (Wahjosumidjo, 1999: 83).

The principal is a leadership position that cannot be filled by people without being based on considerations. In another sense, the principal is one of the components of education that has the most role in improving the quality of education (Mulyasa, 2004: 160). The role and function of a leader will greatly determine where and what the organization he leads will be. So that the presence of a leader will make the organization into a single entity that has the power to develop and grow bigger. Likewise, the principal as the leader of formal educational institutions has a very important role in empowering educational staff.

School parties in achieving the vision and mission of education need to be supported by the ability of the principal in carrying out his leadership. Although the appointment of the Principal is not done arbitrarily, even appointed from a teacher who is experienced or may have long served as a Deputy Principal, it does not automatically make the Principal become professional in carrying out his duties. Many cases still show that school principals are fixated on administrative matters which can actually be delegated to administrative staff. In practice, the principal's job is a tough job that requires extra abilities. In carrying out his duties as a formal leader of an educational institution, the principal must at least be able to function as an educator, managers, administrators, supervisors, leaders, innovators and motivators. (Mulyasa, 2004: 98).

## 2. Research Methodology

This research is included in the category of field research (field research). The researcher uses a qualitative research approach which can produce findings that cannot be achieved by using statistical procedures or by other means of quantification. Through qualitative research, researchers can identify subjects and feel what they experience in their daily lives, especially regarding Principal Management in Shaping Students' Personalities in Madrasah Ibtidaiyah Negeri 2 Mataram. The analytical technique used is as follows (Milles, MB and Huberman, 1984: 133). (1) Data reduction, in this study, was carried out by selecting, editing, focusing on simplification, abstracting and transforming (transferring) "rough" data that emerged from written notes in the field. This process takes place continuously (continuously) during the research. (2) Presentation of data, simplified data is presented in written form, narrative text which still describes the general understanding

of what is found in the field. (3) After the data is compiled, conclusions are then drawn in the form of matrices and narratives. Furthermore, the researcher draws conclusions which are basically a comprehensive and complete picture of the information or data obtained.

### 3. Research Result and Discussion

The formation of the Muslim personality is basically the formation of good habits and in harmony with the values of morality. For this reason, every Muslim is recommended to study for a lifetime, from birth (raised well) to the end of life (remaining in goodness). Personality formation through continuous education (life long education), as a series of efforts according to Islamic knowledge and values, from the cradle to the grave.

The form of planning in the development of student personality carried out by the principal Madrasah Ibtidaiyah Negeri 2 Mataram is to internalize moral values, both in interacting with God and fellow human beings, namely by getting children to read prayers before and after doing an activity. The second method is environmental conditioning, by conditioning the environment Madrasah Ibtidaiyah Negeri 2 Mataram to educate children's character. All parties who have an obligation in shaping the student's personality at school Madrasah Ibtidaiyah Negeri 2 Mataram instilling moral values both in interacting with God and fellow human beings, namely by getting children to read prayers before and after doing an activity, and by conditioning the environment Madrasah Ibtidaiyah Negeri 2 Mataram to become an environment that educates children's character. In shaping the personality of students in Madrasah Ibtidaiyah Negeri 2 Mataram includes aspects of the character that have been planned, so that the formation of personality becomes better.

Students studying at Madrasah Ibtidaiyah Negeri 2 Mataram given the understanding to be obedient and respectful to people who are bigger than them, and students are also taught to love each other especially the heads of younger siblings. With good character development from an early age, the nation's generation will greatly determine and influence how the state of a nation will be. Someone who has good character will be able to carry out his duties as a citizen who is obedient to the nation. This will foster the development of the nation's progress.

Education can be in the form of public education, this becomes indirect education, which is carried out unconsciously by both the students themselves and the community. Madrasah Ibtidaiyah Negeri 2 Mataram participate in embracing the community to assist the education of students in an effort to form social, religious attitudes and increase knowledge. In the formation of students' character in Madrasah Ibtidaiyah Negeri 2 Mataram it is a teacher who is very decisive in fostering the personality of students at school. Madrasah Ibtidaiyah Negeri 2 Mataram This is because in addition to the teacher acting as a teacher, the teacher also acts as a driver and director and is responsible for seeing everything that happens to students so that the daily behavior of students can always be monitored and supervised.

With psychological considerations and the development of students' character, the head of SDN 31 Batu Bulek, North Lintau Buo District made careful planning in shaping the personality of students in Madrasah Ibtidaiyah Negeri 2 Mataram, namely: 1) Characteristics of Intellectual Development (Cognitive) 2) Characteristics of Emotional Development 3) Characteristics of Social Development 4) Characteristics of Moral Development 5) Characteristics of Personality Development.

Religious education received by students Madrasah Ibtidaiyah Negeri 2 Mataram in the family is a provision to continue education at school, this is because school is a follow-up to family education. As educators, school principals are aware of this that children come from various different family environments, meaning that the various experiences brought by children from the family will bring out a variety of personality patterns. Therefore, the principal always strives for educators to always try in carrying out their duties, in addition to teaching science, they must also be able to make reciprocal relationships with students. According to the documentation that researchers found, Madrasah Ibtidaiyah Negeri 2 Mataram.

The teacher's work in shaping the student's personality involves several factors, namely: (1) Each child's iwa or personality is different, other may have different circumstances, growth and development as well as character, all of which require proper guidance from the teacher Madrasah Ibtidaiyah Negeri 2 Mataram. (2) The teacher's personality itself is a very sharp tool for the implementation of children's education in school education, so that the teacher's personality is a hallmark of his success in shaping the personality of his students. (3) The knowledge possessed by the teacher, because with this knowledge it will enter the souls of the students at school Madrasah Ibtidaiyah Negeri 2 Mataram.

As for how to build student character in Madrasah Ibtidaiyah Negeri 2 Mataram through efforts including: 1) Character Pillars 2) Setting the Right Rules. 3) Encourage Good Feedback. 4) Laying the Basis of Mutual Respect. 5) Building a Caring Community. And Character Actions. Instilling the above characteristics in students Madrasah Ibtidaiyah Negeri 2 Mataram in shaping the personality of students and is the formation of good habits and in accordance with the values of akhlaqul karimah. Based on the documentation that researchers obtained about aspects of the personality formation of students in Madrasah Ibtidaiyah Negeri 2 Mataram are as follows: (1) The formal aspect comes from the teachings of revelation.

(2) Material aspects or materials in the form of guidelines and teachings that are summarized in the material for the formation of morality. (3) The social aspect focuses on good relationships between fellow creatures, especially humans. (4) Aspects of the theological development of human interests are aimed at development nilai-value of monotheism so that efforts to menjaeducate yourself as a faithful servant of God. (5) Demostorial for respecting different opposing views. (6) Human nature, including guidance on the improvement and development of the physical and spiritual spirit.

After doing this activity, the teacher evaluates the positive things that can be used by students to lead better. By providing motivational input, students who feel less confident can be motivated to continue learning better. To support moral education, the method used by the principal in shaping the personality of students at school is Madrasah Ibtidaiyah Negeri 2 Mataram there isis to train children to hold a trust. Efforts made by the principal in shaping the personality of students at school Madrasah Ibtidaiyah Negeri 2 Mataram in supporting children's social education, namely by familiarizing children with one another without paying attention to age differences.

From some of the things above, it can be said that students in Madrasah Ibtidaiyah Negeri 2 Mataram have many different personalities. There are children who are naughty due to a lack of love and attention from their parents. There is also a child who has a good personality and that is because he was raised in a good environment, full of love and affection, has good friends (it is not wrong to choose friends) and others. Based on the data above, the researcher concludes that there is control of the principal in seeing the teacher's efforts in shaping the personality of students at school Madrasah Ibtidaiyah Negeri 2 Mataram. Based on the exposure of the data, the researcher concludes about controlling the Principal's program in shaping the personality of students at school Madrasah Ibtidaiyah Negeri 2 Mataram done with (1). Principal's control over the personality of teachers and students, (2) Principal's control in supervising the teacher's role and (3). Controlling the principal in seeing the efforts of the teacher and involving the teacher in controlling.

#### 4. Conclusion

Leadership Strategy Principal in shaping the personality of students in Madrasah Ibtidaiyah Negeri 2 Mataram namely: (1). Character planning to be formed, (2). Planning in personality formation strategies, (3). Planning in shaping student character based on student development, (4). Factors that are considered in making plans for the formation of students' personalities and (5). Principal planning in organizing the person in charge of activities. Implementation of the Principal in shaping the personality of students in Madrasah Ibtidaiyah Negeri 2 Mataram, with several programs, namely: (1). Intensive teacher development, (2). Involving the teacher in shaping the student's personality and (3). School culture development. Supervision of the Principal in shaping the student's personality is carried out by (1). Principal's control over the personality of teachers and students, (2) Principal's control in supervising the teacher's role and (3). Controlling the principal in seeing the teacher's efforts and involving the teacher in controlling.

#### References

- Departemen Pendidikan dan Kebudayaan RI, 1989, Kamus Besar Bahasa Indonesia, Jakarta: Bulan Bintang
- E. Mulyasa. 2004. Manajemen Berbasis Se- kolah; Konsep, Strategi Dan Implimentasi, Bandung: Remaja Rosda Karya.
- Husaini Usman, 2006. Manajemen Teori, Praktik dan Riset Pendidikan, Jakarta: Bumi Aksara.
- Made Pidarta, 1988. Manajemen Pendidikan Indonesia, Jakarta: PT. Bina Aksara
- Permen Diknas Republik Indonesia No. 13: 2007 Undang Undang Republik Indonesia Nomor 20 Tahun 2003 Bab II, Pasal 3 Tentang Standar kepala sekolah.
- Wahjosumido, Kepemimpinan Kepala Tinjauan Praktik dan Permasalahan, Jakarta: Raja Grafindo Persada.
- Purwanto, A., Asbari, M., Prameswari, M., & Ramdan, M. (2020). Gaya Kepemimpinan Di Madrasah Aliyah: Authentic, Tansformational, Authoritarian Atau Transactional?. Nidhomul Haq : Jurnal Manajemen Pendidikan Islam, 5(1), 15-31. <https://doi.org/10.31538/ndh.v5i1.544>
- Aslan, A., Silvia, S., Nugroho, B., Ramli, M., & Rusiadi, R. (2020). Teacher's Leadership Teaching Strategy Supporting Student Learning During The Covid-19 Disruption. Nidhomul Haq : Jurnal Manajemen Pendidikan Islam, 5(3), 321-333. <https://doi.org/10.31538/ndh.v5i3.984>

- Fakhurrrazi, F. (2018). HAKIKAT PEMBELAJARAN YANG EFEKTIF. *At-Tafkir*, 11(1), 85-99.  
<https://doi.org/10.32505/at.v11i1.529>
- Badrun, B., Mustahiqurrahman, M., Indra, I., Fakhurrrazi, F., & Akbar, M. (2022). The Influence of Principal's Leadership Style on Teacher Performance. *At-Tarbiyat :Jurnal Pendidikan Islam*, 5(1).  
<https://doi.org/10.37758/jat.v5i1.394>
- Mulyasa, E. (2006), *Menjadi Guru Profesional: Menciptakan Pembelajaran Kreatif dan Menyenangkan*, Bandung: PT. Remaja Rosdakarya.
- Munandar, S.C. & Utami (1999), *Kreativitas & Keberbakatan Strategi MewujudkanPotensi Kreatif & Bakat*.
- Musfah (2011), *Peningkatan Kompetensi Guru Melalui Pelatihan Dan Sumber Belajar Teori Dan Praktik*. Jakarta: Kencana Prenada Media.