

Principal's Leadership Strategy in Strengthening Character Education

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ABSTRACT

This study aims to determine leadership principles in developing character education in Madrasah Ibtidaiyah Negeri 2 Mataram City and the factors that become obstacles for Principals in developing character education in Madrasah Ibtidaiyah Negeri 2 Mataram City. The research approach used in this research is a qualitative approach. The research subjects were the principal, teachers and students. Determination of research subjects is done by using a purposive sampling technique. Data collection techniques were carried out using interviews, observation, and documentation. This type of data analysis uses the Miles and Huberman model, namely data reduction, data display, and conclusion drawing/verification data. The principal's role as a leader in the school is in the form of conducting continuous guidance in the development of education, namely: first, character modeling, the madrasa principal encourages all teachers and administrative staff to be good character models for all students. second, teaching (teaching), regular and continuous communication with madrasa residents regarding the realization of character education in madrasas. third, good character strengthening (reinforcing) for all school members (teachers, students, and administrative staff). This caring attitude is implemented by involving teachers in making various democratic decisions. good character strengthening (reinforcing) for all school members (teachers, students, and administrative staff). This caring attitude is implemented by involving teachers in making various democratic decisions. good character strengthening (reinforcing) for all school members (teachers, students, and administrative staff). This caring attitude is implemented by involving teachers in making various democratic decisions.

Keywords: Strategy, Leadership, Character Education

A. INTRODUCTION

Historically, constitutional, character education has become an integral part of national education in Indonesia. However, in everyday life, there are a number of social and moral inequalities, both at the level of public officials, government, the general public, even in student life, which indicates that character education has not been successful. The reality of acts of violence that occur in the practice of Indonesian education is proof that character education has not been implemented properly. Likewise, various deviant behaviors carried out by managers, administrators, and students, for example, dishonesty in education, such as cases of cheating, whether in the form of cheating, copying a friend's work, or copying from a textbook when an exam is held as if it is a daily occurrence. In addition, there is also news about the existence of fake diplomas and jokes. Likewise with the increasing number of brawls between students, various forms of juvenile delinquency such as extortion or violence, and drug use. Even in the implementation of the National Final Examination in several regions, it is suspected that there are several teachers who provide answer keys to students (Samani and Hariyanto, 2011: 5). This is done so that students from the school in question can work on the questions correctly and pass because when a school can pass all of them. various forms of juvenile delinquency such as extortion or violence, and drug use. Even in the implementation of the National Final Examination in several regions, it is suspected that there are several teachers who provide answer keys to students (Samani and Hariyanto, 2011: 5). This is done so that students from the school in question can work on the questions correctly and pass because when a school can pass all of them. various forms of juvenile delinquency such as extortion or violence, and drug use. Even in the implementation of the National Final Examination in several regions, it is suspected that there are several teachers who provide answer keys to students (Samani and Hariyanto, 2011: 5). This is done so that students from the school in question can work on the questions correctly and pass because when a school can pass all of them.

Reality shows that the implementation of character education today is indeed felt to be urgent, therefore it is important to conduct a study on the application of character education carried out by each educational institution, both studies on learning interactions in the classroom, coaching through extra-curricular activities, structuring a conducive school atmosphere for implementation. moral values, even the principal's leadership in developing character education in madrasahs.

To overcome the problems above, it is necessary to make serious efforts, so that cases of declining moral behavior of these students can be suppressed and a solution is found so as not to fall into a prolonged moral decadence. One way that can be done by the madrasah is to optimize character education in the madrasah. Character education in the madrasah environment is a continuous program and is integrated into the overall education management system. The success of madrasahs in implementing character education will greatly depend on the role of the principal's leadership. The failure and success of madrasahs/schools is largely determined by the principal, because the principal is the controller and determinant of the direction the madrasah is going to take and its goals.

Principals play an important role in building a conducive learning environment so as to encourage the success of character education in madrasahs, because character education in madrasahs is closely related to the leadership of the principal. The leadership ability of the principal can be a differentiating factor for the success of the

character education process that takes place in the madrasa. The implementation of character education in madrasas can be carried out through various components in the management of the madrasa itself, each component can be managed by the principal in an integrated manner both in terms of planning, implementing and evaluating character education in madrasas. That is, madrasas can carry out character education that is integrated with the madrasa management system itself.

Reinforced by Lockwood's statement (Samani and Hariyanto, 2011: 45) that character education is a school-based activity that systematically reveals the behavior of students. Character education is related to the attitude of madrasa/school plans, which are designed with other community institutions, to directly and systematically shape the behavior of young people in this case are students. Thus, ideally the implementation of character education is an integrated part of education management in madrasas so that the principal as a manager and leader in madrasas makes a significant contribution to the success of the implementation of character education in madrasas.

B. THE CONCEPT OF PRINCIPAL'S LEADERSHIP

Leadership is a natural human nature, created from the beginning to be a caliph on earth, according to the word of Allah SWT in Surah Al-Baqarah: 3 as follows:

"Remember when your Lord said to the Angels: Verily I want to make a caliph on earth. They said: why do you want to make the caliph on earth the one who will do mischief? to herand shed blood, even though we always glorify You by praising You and purifying You? God says: Verily I know what you do not know."

Referring to the verse above, the nature of leadership is something natural that already exists in us because it has been outlined that every person is a leader, a potential that we may not realize.

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The theory of self-leadership emerged in 1983 and is an extension of the concept of self-management which is rooted in the clinical theory of self-control and is inspired by Kerr and Jermier's ideas about substitutes for leadership. According to Christhopper P. Neck & Charles C. Manz (in Wirawan, 2014: 267) self-leadership is:

"The process affects itself. A process by which people achieve the self-direction and self-motivation necessary to act. Self-leadership consists of behavioral and cognitive strategies designed to influence personal effectiveness."

The above understanding is in line with what was stated by Veithzal Rivai and Deddy Mulyadi (2009: 88) about self-leadership, namely (1) the main source of influence comes from ourselves, the influence we direct for ourselves to organize and motivate our behavior, thoughts and performance. itself, (2) Self leadership is not something we are born with. Each of us can learn to be a better self-leader, and (3) Self-leadership can be applied and influence one's own behavior and actions.

C. RESEARCH METHODS

The research approach used in this research is a qualitative approach. The reason for using this method is because they want to understand and describe the strategy of school madrasas in developing character education in schools Madrasah Ibtidaiyah Negeri 2 Mataram City. In this study, the subjects of this study were the principal, teachers and students. From the three research subjects, it is expected to obtain complete data regarding the leadership of the principal in developing character education. Determination of research subjects is done by using a purpose sampling technique. According to Sugiyono (2008:300) purpose sampling is a sampling technique of data sources with certain considerations. This particular consideration, for example, is the person who is considered to know best about what we expect, or maybe he is the ruler so that it will make it easier for researchers to explore the object/social situation under study.

Data collection techniques were carried out by using interview, observation, and documentation methods. First, in-depth interviews are guided by the interview guide and are unstructured. Interviews are the primary data in this study. Interviews are intended to obtain data by asking questions about everything to informants about leadership Principals in developing character education in madrasas. Informants to be interviewed are, principals, teachers and students. Second, observation. conducted to obtain information about the principal's strategy in developing character education. Observations to be carried out are formal or informal. Third, the method of documentation. The documents that will be studied are texts and photos of the activities of Madrasah Ibtidaiyah Negeri 2 Mataram City. The texts are in the form of madrasa profile archives, and other notes related to character education. Meanwhile, photo and recording documents provide visual information about the practical activities of principals' leadership and character education in madrasas.

In this study, this type of data analysis uses the Miles and Huberman (1994:23) model, namely the activities in qualitative data analysis are carried out interactively and take place continuously until complete, so that the data is saturated. Activities in data analysis are data reduction, data display, and conclusion drawing/verification data. Three main activities are interrelated and occur simultaneously, namely: data reduction, data display, and drawing conclusions or data verification.

D. DISCUSSION OF RESEARCH RESULTS

1. Principal's Leadership Strategy in Developing Character Education in Madrasah Ibtidaiyah Negeri 2 Mataram City.

The value of character education that is built and developed in schools can be illustrated in the formulation of the school's vision. The vision of Madrasah Ibtidaiyah Negeri 2 Mataram City is: "The realization of a superior school that can develop the potential of students towards a generation that is pious, intelligent, skilled, has noble character and is able to compete in the global era". In the observations and interviews that the author conducted, the vision and mission of the school was developed in the form of character education for students. According to an interview with the Principal (KS), stated that one of the visions and missions is to produce students who are devoted to God Almighty and have noble character, then this is realized by performing congregational prayers in the mosque, both dhuha prayers and zuhur prayers, and also read a prayer before the lesson begins.

The programs outlined from the vision and mission developed by the school can be in the form of rules or regulations made by the school, both those that regulate students and teachers in order to achieve the goals of character education development. The rules made by the school become a reference for students and teachers in taking actions or behaving. A good understanding of the school's vision and mission is an important thing that schools must pay attention to. All school members must fully understand the vision and mission developed by the school. Schools must also be able to translate the vision and mission into operational programs that are easily understood and implemented by school residents so that the development of character education will be more optimal.

The principal as the top leader in the school, plays a key role in realizing character education. The role of the principal in developing character education in madrasas is very decisive. Therefore, principals as leaders in madrasas must take strategic steps in developing character education.

The strategies carried out by the principal of the MIN 2 Mataram City school include providing continuous guidance in terms of modeling, teaching, and strengthening good character (reinforcing) for all school members (teachers, students, and employees). First, the principal does modeling. In this case, the principal must be a role model for the school community and even the parents of students. The principal also sets an example for teachers, employees, students and even parents/guardians by prioritizing discipline and firmness in terms of time. The principal often comes early in the morning and leaves the last, administratively orderly. The thing that is considered the most difficult for school principals in developing character education in madrasas is the willingness to act to display the example of the top leadership. The madrasa principal encourages all teachers and employees to be good character models for all students. The spirit and hard work of the principal for the realization of character education greatly influences the condition of the madrasa that will be created in the madrasa environment.

Second, teaching (teaching) carried out by the principal starts from doing motivation, communicating with madrasa residents regularly and continuously regarding the realization of character education in madrasas. Intensify meetings with teachers at school office meetings. According to the principal, this is useful for providing the latest report information, forwarding information from the department or organization, and discussing the learning process. The principal provides motivation and support for teachers so that teachers always carry out their obligations better, bring order to administration and develop science and technology. The principal asks the teacher to plan and implement the integration of certain character values in the learning process,

Third, character strengthening (reinforcing) by the principal is given to teachers through the cultivation of a caring attitude. This caring attitude is implemented by involving teachers in making various democratic decisions. The teacher may give advice/input, refute, and even reject the principal's plan in a meeting as long as there is a strong reason. Teachers are positioned as working partners by the principal so that communication is well established. Likewise, the strengthening of character education in madrasas, is strengthened by the results of the Protap of Character Education in the Islamic Madrasah Environment in Mataram City which is a policy of the Mataram City Government.

2. Supporting and Inhibiting Factors in the Character Education Process

The development of character education in Madrasah Ibtidaiyah Negeri 2 Mataram City can run well because it is supported by madrasa residents. The implementation of character education in madrasas is not necessarily the responsibility of the madrasah principal, but the responsibility of all madrasah citizens. School managers, be it the principal, madrasa committee or from the Mataram City Government, support character development programs for students both in terms of guidance and proposed activities that must be programmed. The support is both material and immaterial so that it becomes the strength of the school in developing character education.

In addition to the support of madrasa managers, support from teachers is also important in developing character education in madrasas. Teachers have the ability to deliver material and can adapt to the needs of students. The teacher does not keep a distance from the students. The closeness between teachers and students has a positive impact on learning, namely students feel comfortable.

Support from teachers in developing character education is by being a good example for students, both being an example in inculcating religious, disciplined, and achievement motivation characters. This is important because teacher-student interactions are more intense in madrasas, so student behavior will be heavily influenced by teacher behavior in madrasas. Other support is also from the guardians of students who are very supportive of the programs designed by the school even they want moral values to be a top priority in every activity in the madrasa. This support from the student's guardian also shows the collaborative relationship between the madrasa and parents in developing student character education, because the success of student character education can be influenced by the cooperation and support of both parties. Good cooperation between madrasas and parents will result in good character education for students, on the other hand, if the cooperation between the two parties is not well established, character education will experience obstacles.

The development of character education in Madrasah Ibtidaiyah Negeri 2 Mataram City also encountered obstacles. Based on the results of interviews with principals, teachers and students, these obstacles include the presence of some students' bad habits at home being brought into the classroom, thus affecting other students. Teachers cannot always monitor students' attitudes throughout the day, therefore the role of parents at home is very much needed in order to form a character that is rooted in students so that it can be applied to their daily activities both at the madrasa, at home and in the surrounding environment. Another obstacle also comes from the mass media. Television shows that do not support children's education can lead to the formation of children's characters that are not as they should be.

E. CONCLUSION

Based on the results of the research and discussion above, conclusions can be drawn, first, the role of school principals in developing character education in madrasas is very decisive. The role of the principal as a leader in the madrasa is in the form of providing continuous guidance in terms of modeling, teaching, and strengthening good character (reinforcing) for all madrasa residents (teachers, students, and administrative staff). The prominent character values developed in Madrasah Ibtidaiyah Negeri 2 Mataram City are religious values, discipline, and achievement motivation values. Second, the Supporting and Inhibiting Factors of the Character Education Process,

namely, 1) Madrasa managers are very supportive of character development programs for students both in terms of guidance and proposed activities that must be programmed. 2) The teacher has the ability to convey material and can adapt it to the needs of students. The teacher does not keep a distance from the students. The closeness between teachers and students has a positive impact on learning, namely students feel comfortable. 3) From the parents' side, the students are also very supportive of the programs designed by the madrasa even they want moral values to be a top priority in every activity in the madrasa. While the inhibiting factors include, 1) The existence of bad habits some students at home are brought into the classroom, thus affecting other students. 2) The teacher cannot always monitor the attitude of students throughout the day, Therefore, the role of parents at home is very much needed in order to form a character that is rooted in students so that it can be applied to their daily activities both at the madrasa, at home and in the surrounding environment. 3) The role of mass media. Television shows that do not support children's education can lead to the formation of children's characters that are not as they should be.

Based on the conclusions above, suggestions from the results of this study include the need for school principals to continue to develop character education in schools, both by modeling, teaching, and character strengthening (reinforcing) supported by madrasa policies. The need for teachers to support the principal's policies in developing character education in madrasas. Parents are expected to assist the development of character education in madrasas with more attention to character education of children at home, and collaboratively with madrasas to always maintain and foster children's character.

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