The Principal Leadership In Building The Students' Character

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Abstract — The objective of this study was to find out the implementation of the vision and mission, strategy, and efforts of the principal to supervise the religious character education and discipline of students at SMAN 1 Belitang OKU Timur. The method used in this study was a qualitative method. The data collection instruments were interviews, observation, and documentation. It is concluded that; First, the implementation of Principal's vision and mission in building the religious character and discipline of students, which is to make the virtuous character who became their temperaments in their daily life. Second, the Principal's strategy in building the character of students by example, reprimand, motivation, environmental conditioning, habituation, and integrating character through learning activities. Third, monitoring carried Principal in building the character of students, among others, to monitor the teachers in carrying out character learning in the classroom, oversees the activities of the character education program, check the integrity of the state and school facilities and evaluate through briefings and meetings on character education program. Principal should together with teachers to improve guidance and supervision in building the students discipline and religious character.

Index Terms—: Leadership, Character, Student

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1 INTRODUCTION

The rise of juvenile delinquency cases became the spotlight of the community, as happened in February 2018 the death of an honorary teacher in Sampang Regency caused by his own students. Mr. Ahmad Budi Cahyono, an honorary teacher at SMAN 1 Torjun, Sampang Regency, Madura, East Java, had to die after experiencing acts of violence allegedly carried out by his own students. Beatings took place in the classroom when the material was taking place during the last lesson. Another case in Cakung, East Jakarta, on October 12, 2017 which resulted in one Vocational School student being killed. The rise of juvenile delinquency cases that occur in the community is thought to be the lack of equality and intensive supervision of educational institutions, making it one of the causes of violence (KPAI in Perdana 2018).

Judging from the condition and situation of the current society Belitang 1 Public High School is very vulnerable to the growth of aggressive and deviant behavior among students. Like 1) the decline in ethics in attitude and respect for older parties, parents and teachers; 2) declining ethics in using polite and polite language; 3) increased cases of fights and crimes committed by students at the elementary and secondary education level; 4) increasing cases of juvenile delinquency which are mostly carried out by secondary education students; 5) often late for school so jumping the fence, 6) dressed up neatly, 7) increasing number and variety of activities in the youth group, in the form of several activities that lead to juvenile delinquency or negative forms of activity.

These problems are some of the several problems found and the increase towards the negative is also smaller than the increase in positive values, but this fact, enough to provide information about the low character of students and increase concerns about the development of character, character and morals of students. To address this, a leader is needed who can give the concept of exemplary to his subordinates. Belitang 1 Public High School requires the concept of leadership of the principal in building character education. A headmaster must be a role model for his subordinates or the people he leads.

There are still many problems in the world of education, the problem is found that students are lazy, promiscuity, using drugs, committing crimes, so the leadership of principals is needed in building character, the very important role of principals in education makes the headmaster the spearhead of an organization education. The principal is responsible for the success of implementing education by implementing the school administration, responsible for quality human resources to be able to carry out educational tasks.

The principal is one component of education that has the most role in improving the quality and quantity of education. The principal has a very big role. The principal is the driving force for determining the direction of policy towards the success of schools and education widely (Djafri, 2017).

In this study the principal is the focus of research because the principal is the most important person in building positive school conditions and culture. The important elements that can create a positive moral culture are 1) moral and academic

leadership of the principal; 2) discipline in all school environments that exemplifies, encourages and upholds values throughout the school environment; 3) community awareness throughout the school environment; 4) student organizations that involve students in taking care of themselves and growing these feelings are our schools, so we are responsible for making them the best schools; 5) uphold the importance of morality by giving special time to deal with moral affairs (Lickona, 2014).

The results of the interviews were conducted by researchers at the Belitang 1 State High School East OKU Regency on October 29, 2018 with Ms. Puput Indartati Saputri, SE that on August 18, 2014 a transition period took place between the headmaster of Mr. Karjiono, S.Pd., MM changed Mr. Prioyitno, S.Pd., MM, most students have not carried out character education to the fullest. The results of the interviews conducted on October 30, 2018 with Ms. Nur Azizah, S.Pdi said that character education in Belitang 1 State High School has not been maximally implemented by all students due to students' moral crisis, lack of respect for teachers, teachers not want to reprimand the students because the students fight and threaten to block on the road when they go home from school so that the teacher feels threatened by his life, this is the personal experience of Nur Azizah, S.Pdi on May 17, 2016. Students are berating and threatening because they are not happy the mother admonished. Then it can be concluded that the behavior of students does not reflect the character of noble students.

By looking at the reality, the principal tries to build character education in Belitang 1 Public High School for all students, teachers, staff and school environment to instill character values in students both in the school environment and in their daily lives. day in the community. So from that the researcher conducted a study on Principal Leadership in Building Character of Students in the Middle School 1 Belitang Middle East OKU District.

2. RESULTS
Leadership

Leadership is translated from English "Leadership". In general Encyclopaedia is interpreted as a close relationship between a person and a group of humans, because there are similar interests. The relationship is characterized by the behavior that is directed from the leader and the leader. According to Kristiawan (2017) Leadership is the ability of a person or business of a person or team or group to cooperate in carrying out the tasks that have been given to them and are able to encourage people to do positive things and minimize negative behavior and be able to develop and utilize existing potential or resources in an organization to achieve goals effectively and efficiently (Andriani et al 2018). Leadership is a person's activity in carrying out their duties and functions, in an integrated manner to achieve goals in an organization, through a systematic process and involving or the support of others who follow or carry out orders, directives, encouragement and prohibitions to members of the organization (Fitria, 2018) (Fitria et al 2017) (Khilmiyah, 2015).

From some of the meanings of leadership above, it can be concluded that leadership is a skill or ability of a person in a process of group interaction that influences others to achieve common goals effectively and efficiently.

Headmaster

The term headmaster comes from two head and school words. The head can be interpreted by the chairman or leader. While the school is drawn by an institution in which there are teaching and learning activities. The school is also an after-home environment, where the child lives a few hours where the child lives in general during the development period, and the educational institution that serves to prepare the child to face life (Rivai, 2011) (Sarina et al, 2019).

The principal in accordance with Permendiknas Number 13 of 2007 must fulfill two aspects, namely qualifications and competencies. Competence consists of personality, managerial, entrepreneurial, supervision and social competencies. Ideally, each school principal has been given the qualifications and competencies to carry out his role in leading educational institutions. The results of the research on the role of principals conducted by Kirui (2012) provide results that effective heads are constantly working at helping monitor staff, constantly working on good relationships in the school and between the school and community. This shows that effective principals are constantly doing three main things, namely empowering human resources, establishing school relationships with communities, and focusing on long-term goals by taking into account all available resources.

From some of the definitions above, it can be concluded that the Principal is a teacher who is given the assignment because he has the qualifications and competence to lead an educational institution.

According to Trihantoyo, (2015) Principals are said to be effective leaders if they are exciting catalysts, visionary motivators, controlled links, strong implementers, and wise experts. According to

Wahjosumidjo (2013) principals in carrying out their duties have roles including:

a. Principal as a formal official. The principal is a leadership position that cannot be filled by people without being based on considerations. Anyone who will be appointed as headmaster must be determined through certain procedures and requirements, such as educational background, experience, age, rank and integrity. Therefore, the principal is essentially a formal official, because his appointment is through a process and procedure based on applicable regulations.

b. Principal as manager. The principal is essentially a planner, organizer, leader and controller. The existence of managers in an organization is very necessary, because the organization as a tool to achieve organizational goals in which various kinds of knowledge develop, as well as organizations that become a place to foster and develop human resource careers, requires managers who are able to plan, organize, lead, and control so that the organization can achieve its intended goals.

c. Principal as a leader. Principal leadership, is one of the manifestations of national leadership, namely the Pancasila leadership, a potential or power that is able to empower all the resources of the community and the environment inspired by the principles of Pancasila to achieve national goals, in certain situations.

d. Principal as Educator
The principal as an educator he must be able to add, advance and improve at least four types of values namely mental, moral, physical, and artistic.

e. Principal as staff
Principals as staff, because the presence of principals in a wider organization or outside the school is under the leadership of other officials, either directly or indirectly. Principals are successful if they understand the existence of schools as complex and unique organizations. As well as being able to carry out the role of the principal as someone who is given the responsibility to lead the school.

1. Definition of Character Education

According to (Cahyani, 2012) Character education can be interpreted as value education, character education, moral education, time education that aims to develop the ability of students to be able to give good and bad decisions, maintain what is good and realize that goodness in daily life - day with all my heart. Abidin (2013) suggested that character education is an education that develops character values in students so that they have values and character as their character, apply those values in their lives, as members of society, and religious, nationalist citizens productive and creative.

Based on the explanation above, it can be concluded that character education is a system of planting character values which includes the components of knowledge, awareness, or willingness and actions to implement these values both towards God Almighty, oneself, others, environment, and nationality so that it becomes a noble human being.

In this study character education discussed is religious character and discipline character. Religious character is a character based on religious values (Hidayah et al, 2018). The character of discipline is one of the characters that must be strengthened because the current character of discipline is included in the character of the crisis owned by students (Janah, 2018). For example, disciplinary characters by reading, someone will have a habit, besides having time to always read every day students are also more disciplined in managing their lives both at school and outside of school (Wandasari, 2019).

2. Character Education Strategy

According to Adisusilo (2012) the strategy is defined as a plan, method, or series of activities designed to achieve a particular educational goal. Then the strategy can be interpreted as a plan that contains a series of activities designed to achieve certain educational goals. In school education there are many program plans, activities that are made and implemented as educational processes. To shape the character of students, an integration strategy is needed or inserting character education into each activity. The integration strategies include; a) Integration in daily activities. The implementation of this strategy can be carried out by means of; 1) Exemplary / example. Examples of this exemplary activity can be done by supervisors, principals, administrative staff in schools, and the most important are teachers who often interact directly with students, 2) spontaneous activities. Spontaneous activities are activities that are carried out spontaneously at that time. This activity is carried out when the teacher knows the attitude / behavior of students who are not good, such as asking for something by shouting or crossing walls, 3) Reprimand.

Teachers need to admonish students who carry out bad behavior and remind them to practice good values so that teachers can help change their behavior. 4) Environmental conditioning. The school atmosphere is conditioned in such a way as to provide physical facilities. provision of trash bins, wall clocks, slogans about character that are easy to read by students, rules that are attached to strategic places so that each student reads them, 5) Routine activities. Routine activities are activities carried out by students continuously and consistently at all times.

Character education in schools can be applied through exemplary and habituation continuously (Hendriana, 2017). This opinion is reinforced by Wulandari and Kristiawan (2017) (Tobari et al, 2018) (Sayer et al 2018) (Lian et al 2018) Character education is closely related to habits carried out continuously. Character education is a value education, character, moral and character that aims to develop the ability of students to provide good and bad decisions, maintain what is good and realize that goodness in everyday life with all their heart, good character education must involve not just good knowledge but also feel good and good behavior (Kristiawan et al, 2017) (Kristiawan, 2015). So character education is closely related to habits that are consistently practiced and carried out consistently and reinforced, requiring the development of exemplary through a process of learning, training and habituation that is carried out continuously in the long term (Komara, 2018).

Character education is a system of applying moral values to students through knowledge, awareness or willingness, and the implementation of these values, both to oneself, others, environment, nation and state and God Almighty, so that nationality becomes human who have the morality of karimah (Dalimunthe, 2015) (Kristiawan and Tobari, 2017). According to Kristiawan (2016) character education was aimed at smart and noble learning learners, character education can form and function to develop the basic potential to improve human civilization in world relations.

From the opinions on the stages of character education described above, it can be said that the stages in character education include knowledge, action, exemplary, habits that are carried out continuously in the long run so that they become human beings who have noble character.

DISCUSSION

1. Analysis of Implementation of Vision and Mission Implemented by Head of SMAN 1 Belitang in Building Religious Character and Discipline

The vision of SMAN 1 Belitang is to become a Prima High School that is racing to achieve achievements, noble character. The vision is in accordance with what is expected by the Head of SMAN 1 Belitang that educating character / character is the main thing. The noble character can mean that students have morality, which is simple words but has idealistic meaning because *akhlakul karimah* is the characters inherent in the Prophet. Berakhlakul karimah is a character characterized by Islam, which was compiled by the Head of SMAN 1 Belitang together with all components and school stakeholders, namely the teachers, vice principal, Administration, and school committee.

This shows that the vision and mission of SMAN 1 Belitang is an ideal, hopes and goals to be achieved by all elements involved in the formulation of the vision which they then jointly support and strive for that vision to become a reality. To make that vision real, it is explained in a mission that is more towards action after which the goals to be achieved are clearly defined.

Religious character and discipline are characters that want to be built at SMAN 1 Belitang, both religious character and discipline of students and the character of the teachers must be in accordance with religious teachings and character values developed by the government. This character will be difficult to realize if the principal does not have a strong commitment to the vision and mission, because the principal task of the principal as a leader is to build a vision and mission. the formation of the character of students who are noble character can be seen from the character or akhlakul karimah which shows as a religious character.

2. Analysis of the Strategy of the Principals of SMAN 1 Belitang in Building the Religious Character and Discipline of Students.

Strategy can be interpreted as a plan that contains a series of activities designed to achieve certain educational goals (Adisusilo, 2012). Head of SMAN 1 Belitang in building the character of his students using a strategy of character integration through activities in the form of; (1) character integration through daily activities in the form of: exemplary, reprimand, environmental conditioning that supports character education, routine activities, and mentoring and supervision of character education activities. Principals in their daily lives should

be able to be a prime example for their subordinates and their students.

A leader who has a good figure will be quickly admired by his subordinates and has authority in front of his subordinates so that what he says will be heard, what he commands will be carried out and what he does will be used as examples and role models. Because figure is one of the factors in building the character of students. (2) character integration through programmed activities in the form of: dzuhur prayer in congregation, khatam alquran, listening to culture, dhuha prayer, PHBI activities, Eid al-Adha prayer, maratus prayer and literacy activities, flag ceremony, gymnastics.

To carry out character integration through programmed activities must be planned, organized, and implemented properly. The principal as a manager must be able to do the task. Planning is done so that programs are made in accordance with what is needed by students to develop their creativity and build their character. Organizing is done so that each program is handled by people who are competent and aim to clarify the responsibilities of each program and facilitate work. Regarding the implementation, the principal should provide direction and motivation to move the teachers and also students to be actively involved in each program carried out, (3) character integration through learning activities.

In learning activities must have applied character learning which includes the preparation of plans and learning tools that contain the values of religious character and discipline, implementation that uses habituation, which can build character and evaluate and follow up behavior or attitudes that contain values based on religious character and discipline.

In character building in the classroom the principal can help teachers through teaching supervision activities starting from teaching preparation, teaching to evaluation (Kristiawan et al 2019) (Renata et al, 2019) (Murtiningsih, 2019). In teaching preparation the principal helps the teacher on how to make plans and learning tools that contain the values of religious character and discipline. In evaluating the principal can help about how to measure and assess the character of students and then follow up as to what should be given (Irmayani, 2018) (Tobari, 2018).

The strategy applied by the principal to build the character of the students above is already quite effective, but based on the findings in the field of implementation of the three strategies it is not able to 100% (one hundred percent). Educating religious character and

discipline is indeed difficult and must be gradual because it relates to many people who each have different traits. Analysis of Supervision of Religious Character Education and Discipline of Students

The function of the main oversight is to ensure that what has been planned, the goals, or policies that have been determined are well implemented (Sashkin, 2011). In this case the principal confirmed whether the character education applied at SMAN 1 Belitang was in accordance with the vision, mission and objectives that had been formulated by SMAN 1 Belitang. Head of SMAN 1 Belitang supervises character education in students through several actions, namely by fostering teachers in preparing learning plans that contain character values, monitoring teachers in carrying out character learning in the classroom, overseeing the course of character education activities programs, checking the condition and integrity of school facilities as supporting the process of character education, evaluating through briefings and meetings about character education programs.

Monitoring activities basically compare existing conditions with what should have happened. Obstacles encountered when the head of SMAN 1 Belitang supervising is that there are teachers and students who have not truly possessed and implemented their commitments in educating the character of students such as when they enter in the morning there may still be people who are late, in the congregational prayers there are still students who do not take the midday prayer in congregation. If there is an obstacle like this, the headmaster takes corrective action directly in the form of handling by giving advice and reprimand or indirectly through briefings and meetings.

In general, principals also function as enhancers in the quality of education. With the presence of the head of SMAN 1 Belitang conducting supervision, the benefits obtained include; first, the teachers feel helped to carry out their duties, second, create a harmonious atmosphere between the principal and the teachers and students, thirdly improve the performance of the head of SMAN 1 Belitang and the teacher, the fourth encourages the realization of the school's vision and mission.

CONCLUSION

Based on the results of activities carried out by researchers at SMAN 1 Belitang about the leadership of principals in building the character of students, then conclusions can be drawn as follows:

1. Implementation of the vision and mission of the Principal of SMAN 1 Belitang in building religious character and student discipline is in accordance with what has become the vision and mission of SMAN 1 Belitang to make the noble character of Budi Pekerti their temperament in their daily lives and in accordance with character values developed by the government.

2. Strategy of the Head of SMAN 1 Belitang in shaping the character of students is through the strategy of integration, character integration through programmed activities, through example, reprimand, motivation, environmental conditioning, routine activities and character integration through learning activities.

3. Supervision by principals in shaping the character of students fostering teachers in preparing learning plans that contain character values, among others, monitoring teachers in carrying out character learning in the classroom, supervising the course of character education activities programs, checking conditions and the integrity of the facilities of SMAN 1 Belitang as supporting the process of character education, and evaluating through briefings and meetings about character education programs.

SUGGESTION

The head of SMAN 1 Belitang, should together with the teacher improve coaching and supervision in building the religious character and discipline of students.

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