

Principal's Leadership in Building Students' Character at SMA Negeri 3 Kayuagung

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Abstract: The purpose of this study is to analyze and describe the principal's leadership in building the character of students at SMA Negeri 3 Kayuagung, the constraints of the principal's leadership in building the character of students at SMA Negeri 3 Kayuagung and efforts to overcome obstacles to the leadership of the principal in building character students at SMA Negeri 3 Kayuagung. The research methodology used the descriptive qualitative method by using triangulation with data taken from observation, interviews, and documentation. The results showed that the principal's leadership in building the character of students at SMA Negeri 3 Kayuagung was carried out in 3 stages including planning to strengthen the character of the students at SMA Negeri 3 Kayuagung, implementing strengthening the character of students at SMA Negeri 3 Kayuagung and evaluating the implementation of a character-based curriculum for SMA Negeri 3 Kayuagung. This study found that the obstacles faced were from internal and external factors, namely the lack of awareness of students, teacher, and parent factors, and solutions that were not optimal in building the character of students.

Keywords: Character, Leadership, Student.

A. Introduction

The demand for improving the quality of education is increasing. Advances in science and technology that have occurred recently have brought changes in various aspects of human life. The importance of the role of education in the life of the nation and state is increasingly recognized by the people of Indonesia. The phenomenon and the fact that many parties conclude the importance of the role of intensive education is the essence of building moral intelligence (Setiawan, 2013).

Related to students' problems regarding character education, character education needs to be instilled early on in children/students. By the function of education in (Law No. 20 of 2003) namely developing abilities and forming national character and civilization which aims to develop the potential of students to become human beings of faith and piety to God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become good citizens. democracy

and the responsibility of national education is the basis for the development of character culture.

Megawangi (2017) identifies character education as an effort to form good behavior habits for children from an early age, hiding moral values, knowledge, awareness, will, and actions to carry out these values, both towards God Almighty, humans, environment, and nationality so that they become human beings. Conducive environmental support will lead to good behavior/personality. In this regard, there must be a solution regarding community concerns in the education of the nation's children, one of which is applying character values in schools, to form students with noble and virtuous characters.

Darcia & Daniel (2016) emphasizes the importance of character, ethics, and spirituality in education. Efforts to answer the lack of character personality is an educational program that is chosen to develop one's potential because it is a conscious and systematic effort in developing one's abilities. Therefore, schools as educational institutions seek to implement character education programs, making schools that are ready to change moral education into students so that they have full awareness of the importance of noble character education. Living in a certain social and cultural environment, the development of one's character can only be carried out in an educational process that always seeks to increase understanding of social and cultural life.

In the opinion of (Ramdani, 2018), the educational environment in the implementation of character education shows that the educational environment has a major influence on character education, for the implementation of character education it needs to be supported by a good educational environment. With the values of character education that is carried out in a conducive manner and understood by all school members.

According to Ekowarni (2010), values that develop, apply, are recognized, believed in, and renewed to be implemented by every citizen, noble values (supreme values) which are guiding principles that are used to achieve the degree of higher life, more fruitful life, peace, and happiness. For example, describing Heroes' Day and providing an understanding of the history of the Indonesian nation is a manifestation of the rise of nationalism which has precipitated its love for the nation.

Schools as formal educational institutions have the task of achieving institutional goals which have implications for achieving national education goals. Many parties play a role in the success of a school to achieve its goals. Among these various parties is the school principal. The school principal has an important role because the school principal lays down various policies and regulations related to the development of educational institutions, especially in the culture in Indonesia which still makes the

role of leader very dominant in the operational process of the organization (Suyanto, 2010).

In line with what was said by (Mulyasa, 2013) that the principal has a very strong role in coordinating, mobilizing, and harmonizing all the educational resources available in schools. Principal leadership is one of the factors that encourage schools to be able to realize the vision, mission, goals, and objectives of their school through programs that are implemented in a planned and gradual manner.

The principal as the person in charge of an educational institution has a big role in efforts to build schools that can integrate the teaching and learning process with character values. Therefore, education at every level must be carried out in a programmed and systematic manner leading to the attainment of national education goals, by integrating the content of character values, to produce intelligent and competitive Indonesians. As stated by Winarni (2020) that a nation is looked up to by other nations and countries if it has national character.

In this case, the teacher has an important role in the formation of student character. Because there are more opportunities for students at school/in class with the teacher. Winarni (2020) argues that educators occupy a key and strategic position in creating a conducive and enjoyable learning atmosphere to direct students to achieve goals optimally. Guaranteeing the quality of education requires serious attention, from education providers, the government, and the community.

In addition to building a school climate and culture that can support efforts to instill character values in students, the principal can also direct teachers so that they can carry out their duties and responsibilities as good character educators at school. Mulyasa (2018) that in carrying out the task as a good character educator, the teacher carries out an effective character learning process, namely: (1) learning requires the active participation of students (active learning), (2) every child learns in a way and at a speed different way, and (3) children can learn effectively when they are in a conducive classroom atmosphere.

Through the leadership of the school principal, character education can be carried out by integrating the teaching and learning process with values or virtues, developing values derived from the outlook on life or ideology of the Indonesian people, religion, culture, and educational values that have been formulated in national education goals.

This research was conducted at SMA Negeri 3 Kayuagung Public High School is one of the public high schools that has implemented character education both inside and outside of teaching and learning activities. This is based on the fact that in the current national education system, concentration on quality is not solely the responsibility of

schools and the government, but is a synergy between various components including society. Society must be aware and concentrate on improving the quality of education. Quality management in education is a way of managing all educational resources, which are directed so that everyone involved in them carries out their duties with enthusiasm and participates in improving the implementation of work.

Therefore, Kayuagung 3 Public High School ensures the availability of sufficient resources to support the implementation of all processes and activities at Kayuagung 3 Public High School. Human resources, supported by teachers and students as well as the community environment, support from infrastructure, and all members of SMA Negeri 3 Kayuagung.

Implementing character education is deemed necessary to be implemented in various school institutions, to shape the personality of students with virtuous character. So that a conducive environment can be implemented inside and outside the school. In carrying out the mission at SMA Negeri 3 Kayuagung, namely to make students who are moral, qualified, and human beings with good personalities by developing students who are full of love, love for God Almighty, love for parents/teachers, love for oneself, love of science and technology and love of the homeland. As stated by Juliana (2014), character education is education to shape one's personality through character education, the results of which are seen in a person's real actions, namely good behavior, honesty, responsibility, respect for the rights of others, hard work and so on.

For the sake of the realization of character culture, this is the main reason for the need for this research to be continued and Kayuagung 3 Public High School is the right school of choice to be used as a research location. This study uses a qualitative approach by involving all members of the school community, students, teachers, staff, principals, and guardians. All are deployed for the development and awareness of students in learning programs in class and outside the classroom. With a variety of cultures, students are expected to be able to implement the character culture quality management program at SMA Negeri 3 Kayuagung. This is the reason for conducting research at SMA Negeri 3 Kayuagung and raising the title, namely the Leadership of the Principal in building character at SMA Negeri 3 Kayuagung.

B. Methods

This study uses a descriptive qualitative method. Moleong (2013) mentions qualitative research as a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior, where the method used emphasizes the process of tracing data/information until it is felt that it has been used sufficiently. to interpret.

Sujarweni (2014) reinforces the above explanation by suggesting that qualitative research is a type of research that produces discoveries that cannot be achieved using statistical procedures or other methods of quantification (measurement). but by using a way of working or a method that is systematic, directed, and accountable. In this study, researchers will explain the principal's leadership in building the character of students at SMA Negeri 3 Kayuagung.

In this study, the researcher chose informants who were able to provide accurate information about the problem under study or often referred to as the key person. The informants or key persons taken were the principal of SMA Negeri 3 Kayuagung, educators and education staff at SMA Negeri 3 Kayuagung, students, as well as all school stake holders who could provide accurate information about this research.

Data collection techniques in this study used observation techniques, interviews, and documentation studies. This is based on the opinion of Fauzan (2012) that the success of naturalistic research is highly dependent on the accuracy and completeness of the records compiled through observation, interviews, and documentation studies.

C. Results and Discussion

Analysis of Principal Leadership in Building Student Character at SMA Negeri 3 Kayuagung

Based on the results of the research, it can be stated that the principal's leadership in building the character of the students of SMA Negeri 3 Kayuagung is carried out in 3 stages, namely 1) planning to strengthen the character of the students of SMA Negeri 3 Kayuagung; 2) implementing character strengthening of students at SMA Negeri 3 Kayuagung; 3) supervising the implementation of the student character strengthening program at SMA Negeri 3 Kayuagung. Planning for character values at SMA Negeri 3 Kayuagung was prepared by involving all school members. Application of character values, SMA Negeri 3 Kayuagung also refers to the school's vision.

Then the character values of SMA Negeri 3 Kayuagung are compiled based on the school's vision. The principal's leadership in building the character of SMA Negeri 3 Kayuagung students is implemented into a school program that is integrated into academic activities, which consist of curricular, extracurricular, and co-curricular. Planning to strengthen the character of students is also an activity of setting goals or targets for upholding the values that will be instilled in students, what are the strategies for achieving them, by involving all school members.

Through this program, student activities can be directed through programs implemented at school. Danim (2010) states that to achieve predetermined educational

goals, the activities of students in schools need to be regulated by a rule called character values. Thus, character values are expected to be used as signs of student behavior.

Obstacles to Principal Leadership in Building Student Character at SMA Negeri 3 Kayuagung

Based on the results of the research, it can be seen that the obstacles faced by school principals in building the character of SMA Negeri 3 Kayuagung students come from internal factors, namely the adaptation factor of the school to the latest curriculum, namely the independent curriculum. The external obstacle experienced by schools in shaping the character of students is the awareness of students who are still lacking in adhering to character values. Student awareness generally differs from one student to another and basically, awareness is born from genuine intentions in the hearts of each student. Students are said to be aware of values if they have awareness within themselves and which actions are good or bad, permissible or prohibited to do. The lack of self-awareness of the students of SMA Negeri 3 Kayuagung on the importance of complying with the rules can be seen from the fact that there are still some students who are late for school, the neatness of the clothes and the completeness of their attributes, leaving the class when the hours are empty or there is no teacher in the class, the class atmosphere is busy when the teacher is not going to class. This happens because the number of students is too much causing the teacher cannot control all students so that violations of character values still occur.

Another external factor is divorced parents. Divorced parents cause students to be less attentive and caring so students easily commit violations such as skipping school or being late, morale, and acts that are contrary to religious values. Regarding the formation of the character of students carried out at school, the family remains a party that is very instrumental in the successful formation of students' religious attitudes. This is because outside the school environment students are the responsibility of parents so parents have a very important role in shaping the child's religion apart from teachers at school.

The Solution Taken by the Principal Facing Obstacles to Building the Character of Students at SMA Negeri 3 Kayuagung

Based on the results of data collection carried out by researchers, it can be stated that the solutions taken by the principal are (1) increasing the competency of SMA Negeri 3 Kayuagung teachers through training activities and seminars held both by the school and outside the school; (2) strengthening coordination between school principals and teachers and education staff; (3) establishing intensive communication with school members, school committees and parents of students, especially to socialize school

programs; (4) continue to provide direction to students so that they continue to practice the habit of discipline and responsibility both at school and outside of school.

D. Acknowledgement

We thank Allah SWT for His mercy and grace so that I can finish my thesis. And do not forget to thank all parties for their help, guidance, and support in preparing this thesis.

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