SCHOOL PRINCIPLE LEADERSHIP IN DEVELOPING CHARACTER EDUCATION

Nur Wasilah*, Samsul Susilawati, Muh. Hambali
Universitas Islam Negeri Maulana Malik Ibrahim Malang, East Java, Indonesia

Abstract :
The purpose of this study was to determine the principal's leadership in developing character education at SMPN 1 Galis Pamekasan. The research approach used in this research is qualitative research. The subjects in this study were school principals, educators, and education staff. While the object used is several students. Sources of data from this study using primary and secondary data sources. This type of data analysis uses interview and observation methods. The results of the study show that the principal at SMPN 1 Galis Pamekasan develops character education by planning by making a good school vision, mission and goals that can foster good character for implementation and evaluation students. Implementation in developing the characteristics of mental and moral education. Mental development of participants by fostering matters relating to their character and mind. Moral development by providing teaching related to morals.

Abstrak:
Tujuan penelitian ini untuk mengetahui kepemimpinan kepala sekolah dalam mengembangkan pendidikan karakter di SMPN 1 Galis Pamekasan. Pendekatan penelitian yang digunakan dalam penelitian ini adalah penelitian kualitatif. Subjek dalam penelitian ini yaitu kepala sekolah, pendidik, dan tenaga kependidikan. Sedangkan objek yang digunakan yaitu beberapa peserta didik. Sumber data dari penelitian ini menggunakan sumber data primer dan sekunder. Jenis analisis data menggunan metode wawancara dan observasi. Hasil penelitian menunjukkan bahwa kepala sekolah di SMPN 1 Galis Pamekasan mengembangkan pendidikan karakter dengan melakukan perencanaan dengan membuat visi, misi, dan tujuan sekolah yang baik yang dapat menumbuhkan karakter baik bagi peserta didik pelaksanaan dan pengevaluasian. Pelaksaan dalam mengembnagkan karakteristik pendidikan mental dan moral. Pembinaan mental peserta dengan membina mengenai hal-hal yang berkaitan dengan watak dan batinnya. Pembinaan moral dengan memberikan pengajaran yang berkaitan dengan moral.

INTRODUCTION

Leadership is a behavior with a specific purpose to influence the activities of group members to achieve common goals that are designed to provide individual and organizational benefits, so that in an organization leadership is a very important factor in determining the achievement of the goals set by the organization (Susilawati, 2020). Leadership is the central point and policy determinant of the activities to be carried out in the organization. (Mustopa, 2018) In educational institutions, the leader is the principal.

The principal is the highest leader in the school. The pattern of leadership will be very influential and even determine the progress of the school. Therefore, in educational leadership the principal needs to get serious attention, because he is a school personnel who is responsible for all school activities. (Annisa, M, 2020) He has authority and responsibility for all school activities. The principal also has full authority and responsibility for organizing all educational activities within the school environment which are led on the basis of Pancasila (Azhar, 2016). In this case it aims to increase piety to God Almighty, increase intelligence and skills, enhance character, strengthen personality, strengthen the national spirit and ideals of the homeland (Hambali, 2017).

Principal leadership is a way or effort to influence, move teachers, staff, students, parents, and other related parties to work or participate in achieving the goals set (Pianda, 2018). The school principal has an important role in the character education of students.

Character education is one of the roles of educational institutions to foster young people to behave properly and correctly in accordance with the norms prevailing in society. To produce students with character, the role of educational institutions is very important as the foundation for self-formation (Julaiha, 2019).

Student character education is very important to note. At present, development has progressed rapidly, there have been many advances both in the field of technology and knowledge. This not only has a positive impact on students, but also has a negative impact (Ishaq, 2016). Many students imitate bad behavior through social media. Moral change is increasingly inevitable, a lot of students' morale is getting worse with the increasingly rapid development of the era (Qistiyah, 2020).

Regarding the morale of students, it requires character education in school institutions. This is an effort that must be made by the principal to shape the character of good students (Nantara, 2022). Character is a reflection of a person's personality. Thus, the school becomes a place to foster students to have good character (Aisha, 2018).

This is in line with research conducted by (Khansa, 2020) which states that the main factors that influence student character are parents, teachers, and school principals. To support this, school principals, teachers and education staff should always try to strengthen the character of students.

One of the formal education that applies character education is SMP Negeri 1 Galis Pamekasan. The educational institution is very concerned about the character of its students. Principals and educators and education staff strive to develop good character for students. Character education can be seen in the

daily life of the students. The task of educational institutions as a place to make students better and have good character and is expected to have a good impact on society.

Based on the theory and facts in the field, the researcher is interested in compiling an article with the title of principal's leadership in developing character education at SMPN 1 Galis Pamekasan.

RESEARCH METHODS

Methodology used is descriptive qualitative research to systematically explain social problems in educational institutions. Qualitative research is research that is descriptive in nature and tends to use analysis. The highlighting of the research process and the utilization of the theoretical basis is carried out so that the research focus is in accordance with the facts on the ground. In addition, the theoretical basis is also useful for providing an overview of the research background and as material for discussing research results (Rukin, 2021).

The subjects in this study were school principals, educators, and education staff. While the object used is several students. Sources of data from this study using primary and secondary data sources. Primary data sources are data obtained from observations by researchers and interviews with school principals, educators, education staff, and students. Secondary data sources were obtained by researchers from existing sources such as records and files in collection. The data relates to children's character education.

The place of this research is at SMPN 1 Galis Pamekasan. Data collection techniques are carried out to find out the need for information so that the data created can be accounted for and also has valid results. The data analysis technique used is inductive analysis by analyzing specific factors, then general conclusions are drawn from these facts.

FINDINGS AND DISCUSSION
Principal Planning in Character Education Development

The planning carried out by the principal at SMPN 1 Galis in developing student character education is to create a good school vision, mission and goals that can foster good character for students. The vision at SMPN 1 Galis Pamekasan is to excel in achievement, have noble character, and be environmentally conscious. In this case, developing student character education, on the second point, namely having a noble character.

The second planning carried out by the principal of SMPN 1 Galis Pamekasan is to make curriculum planning and develop the curriculum. The school principal works together with educators and educational staff to create designs that are suitable for use in schools, by deliberation together.

The next plan that is the concern of the principal is to provide good services at school. The aim of providing good educational services is so that students are comfortable learning. The services related to student character education are guidance and counseling services. The guidance and counseling service at SMPN 1 Galis Pamekasan is well implemented, there is a comfortable guidance and counseling room for students to consult. Guidance and counseling services are not only intended for students who commit violations, but also as a place for

students to develop their personalities, for example students who experience problems both at school and at home, the counseling teacher always accepts and provides good service for each student when you want to consult. Knowing the behavior of students in class also has a good impact, namely teachers and principals trying to find out what kind of character education needs to be given to students at SMPN 1 Galis Pamekasan.

Planning for the implementation of character education is by conducting a context analysis of the condition of the school/educational unit (internal and external) which is linked to the character values to be developed in the education unit concerned, preparing a school action plan related to establishing character education values, making planning and implementing character education programs as well as entering the main characters that have been determined, making conditioning plans such as providing facilities (Musbikin, 2019).

This is in line with research conducted by (Kamaruddin, 2016) with the title "School Principal's Strategy in the Implementation of Character Education in Julok 1 High School." Stating that school principals have a very important role in implementing character education in schools, especially in coordinating, activating, and aligning all available educational resources. A quality education process is determined by various elements and elements that exist in education, where the education system is very closely related to the educational process carried out. A curriculum that is relevant and flexible in facing the times, vision and mission supported by a clear strategy will have an impact on children's character education (Djuanidi, 2017).

This research is also in line with research conducted by (Wibowo, 2017). with the title "Management of Character Education in Middle School Full Day Schools in the City of Yogyakarta." stated that the plan for the development of character education in schools was prepared in a clear manner in accordance with the vision, mission and objectives of the school by involving all elements of the school, principals, teachers, employees, janitors and school committees. Curriculum planning is expected to be able to manage character education in accordance with existing human resources in schools, improve and develop management of character education according to school situations and conditions, teachers are expected to be able to improve the implementation of character education in schools, and be able to control character education in schools.

Character education is a process of activities that are carried out with all the resources and efforts consciously and planned to direct students (Assidiqy, 2015). Character education is also a process of activities that leads to improving the quality of education and developing a mind of harmony which always teaches, guides, and fosters every human being to have intellectual competence, interesting characters and skills (Reksamunandar, R, 2022). Each individual has a different character that is innate and formed from birth. A person's character can be formed from the family environment or the community environment where the individual lives. Good character will show good behavior and bad character will show bad behavior too (Fadilah, 2021).

Implementation of the Principal in the Development of Character Education

The principal of SMPN 1 Galis Pamekasan in carrying out the development of character education for students is by mental coaching and moral development.

Mental development of students, namely the principal along with teachers and educational staff fostering matters related to their character and mind. The principal's efforts in making students feel comfortable at school are by creating a comfortable physical and non-physical environment for students. When the environment is comfortable, students will also be calm and not feel disturbed by something related to the environment. For example, the non-physical environment of the school is air circulation. When air circulation is lacking, students will feel uncomfortable and tend to be lazy to study and often leave class.

The moral development of students is carried out by the principal, namely by providing teaching related to student morals. The principal gives advice and is a good example at school. Moral development activities carried out by the principal, namely on every Monday during the ceremony, the principal gives advice to students to behave well. Not only the school principal , teachers are also appointed during the Monday ceremony to give good advice to students.

The principal's efforts in fostering student morale are reading yasin every morning before starting class. This is intended so that students always remember God and also to avoid bad behavior that will be carried out at school. In addition, the principal implements 5 S, namely smile, greet, greet, be polite, polite. This is to foster good character for students.

This is in line with research conducted by (Nurhayati, 2022) with the title Principal Leadership in Implementing Student Character Education." Stating that the implementation of character education by integrating character values in school activity programs is effective, efficient and productive. From the implementation of programs and activities and the implementation of character education, it has been well implemented in Tamora Private Middle School, such as being confident, being present on time, working together, respecting each other, being passionate and responsible.

The implementation of character education must be based on principles such as identifying the character of students comprehensively including thoughts, feelings, and behavior, providing opportunities for students to show good behavior, having coverage of a meaningful and challenging curriculum that respects all students, building character them, and helping them to succeed, involving all school staff as a moral community who share responsibility for character education each on the same basic values (Aaron, 2019).

Supervision of the Principal in the Development of Character Education

Supervision is carried out to produce or guarantee the implementation of the program and the success of the goals that have been set. The principal always supervises every development of students by frequently traveling around the school. This is done to see if there are obstacles or something that is not good that

is happening at school. The principal is always diligent, both in terms of wearing the appropriate uniform, coming and going home on time, doing his job well, and supervising the school community.

The purpose of the supervision carried out by the principal of SMPN 1 Galis Pamekasan is to find out the strengths and weaknesses of the programs that have been made. After knowing the strengths and weaknesses, the next step is to evaluate the programs that have been implemented.

This is in line with research conducted by (Hanafi, 2015) entitled "Management of Student Character Education in Elementary Schools." stated that the implementation of character education activities is supervised, monitored and evaluated periodically, both daily, weekly, monthly, semester and yearly. Supervision of implementation at SDN 11 is carried out to look for weaknesses and strengths that occur during the implementation of character education , both from the material and performance aspects of students and teachers who carry out student character education. Suggestions for improvement have been implemented several times in terms of character building for students' manners, for guests who come to SDN 11 so that they are always friendly and not in groups as if they are seeing something for the first time.

Supervision of character education is an institution's way of realizing effective and efficient performance and quality to realize the vision and mission of educational institutions (Junawi, 2019). The supervisory function is an element of education management to control and see whether all activities carried out are in accordance with a predetermined plan or not (Rohman, 2019). The element of supervision is that there is a process in determining the work that has been and will be done, as a comprehensive tool for people to work towards the goals to be achieved, monitor, assess and correct the implementation of work or programs, avoid and correct errors, irregularities or abuse, measure the level of effectiveness and efficiency of work (Annas, 2022).

CONCLUSION

The planning carried out by the principal at SMPN 1 Galis in developing student character education is by making a good school vision, mission and goals that can foster good character for students. The vision at SMPN 1 Galis Pamekasan is to excel in achievement, have noble character, and be environmentally conscious. In this case, developing student character education, on the second point, namely having a noble character. Character education is a process of activities that are carried out with all the resources and efforts consciously and planned to direct students

The principal of SMPN 1 Galis Pamekasan in carrying out the development of character education for students is by mental coaching and moral coaching. The implementation of character education must be based on the principles of student character education.

Supervision is carried out to produce or guarantee the implementation of the program and the success of the goals that have been set. The principal always supervises every development of students by frequently traveling

around the school. This is done to see if there are obstacles or something that is not good that is happening at school.

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