

THE PRINCIPAL'S STRATEGY IN CHARACTER EDUCATION AT "CAHAYA ILMU" ISLAMIC PRIMARY SCHOOLS IN SEMARANG CITY

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Abstract

The government has promoted the importance of character education for students in schools. Various programs have been launched by the government in an effort to implement character education. The Ministry of National Education has launched the implementation of character education for all levels of education from elementary to tertiary education. The purpose of this study is to see the role of teachers and principals in character education of students. The research subjects were the principal, teachers, and students. The data techniques used were observation, interviews, and documentation. Data analysis was performed using qualitative descriptive analysis techniques. Result This study shows that the role of the principal in character education of students at the Islamic Elementary School Cahaya Ilmu Kota Semarang, namely;. The role of the principal as a leader in the school is in the form of continuous guidance in modeling, teaching, and reinforcing the good of all the citizens of the school (teachers, students, and employees).

Key words: Character education, principal's strategy

INTRODUCTION

One of the efforts to develop human resources is through education. Education is the whole process in which a person develops abilities, attitudes, and behaviors that are valuable in people's lives. Education is a process that contains various kinds of activities according to individuals for their social life and helps to carry on customs and culture as well as social institutions from generation to generation (Crow and crow, (Rohman, 2009).

National education is education based on Pancasila and the 1945 Constitution of the Republic of Indonesia which is based on religious values, Indonesian national culture and is responsive to the demands of changing times (Kemendikbud, 2003). The aim of National Education is to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. In addition, national education functions to develop capabilities and shape the character and civilization of a nation with dignity in the context of developing the intellectual life of the nation.

The educational process organized and implemented a nation in an effort to grow, and develop character or personality nation, advancing the life of the nation in various areas of his life, as well achieve the national goals of the nation, that's what called the national education system (Hasbullah, 2015).

Accordance with the meaning of education in the Law, that education is a human effort to raise and develop innate potentials, both physical and spiritual in accordance with the values that exist in society and culture (Djumransjah, 2004). This shows that in education not only cognitive aspects, but also

affective and psychomotor, in this case it is related to character building in students. Discussion of character education is often discussed in the world of education and among the general public. Especially in Indonesia, character education is needed because moral degradation has brought this nation into decline. There are many deviant behaviors that have occurred in this nation, from the village level to high-ranking state officials, corruption, drugs, student brawls and various other crimes that have eliminated the sense of security of every citizen. That is clear evidence of moral degradation in this nation's generation.

The purpose of education is not only the responsibility of the government, but also the responsibility of the school as a unit of education. School is one of the places where students get formal education. School is not only a place for teaching and learning activities to take place and seeking knowledge but also a place for gathering, playing, and various joys between one student and another. School is a place for interaction between students and teachers, if students do not have a good attitude, students will find it difficult to adapt and establish interactions with other people in their social life. Schools have responsibility for the formation of students' personal and moral character, therefore teachers play a very important role in this as expected by parents of students (Isjoni, 2006).

Every teacher and other education personnel in the school environment in addition to conveying the transfer of knowledge must also strive for a value-oriented learning process, including the principal or headmaster of school. The principal as the direct supervisor is required to have the main capacity as educators, managers, administrators, supervisors, leaders, innovators, and motivators, in this case, is to instill character in the school. The position of school principal is obtained by someone who holds the teaching profession. Therefore, the principal must be professional as a teacher as well as the principal because he has many roles.

The principal as a leader in the school environment does not only carry out administrative duties. However, it also regulates all school programs in order to realize the mission and vision, goals and objectives of the school through programs that are implemented in a planned and gradual manner. Therefore, the principal must have strong management and leadership skills in order to be able to make decisions to improve the quality of the school. This vision and mission are not only intellectual in nature, but there must also be character education in order to create individuals who are not only smart in the intellectual field.

Character education is an educational topic that is considered by the government, the academic community, and the community. Especially with the feeling of various inequalities in educational outcomes that are shown in the behavior of current education graduates. Student fights, bullying, senior domination of juniors, football fan fights, drugs, are often encountered in the community. The process of character building, whether consciously or not, will affect the way the individual sees himself and his environment and will be reflected in social attitudes in everyday life. This phenomenon has clearly tarnished the image of students and educational institutions, because many people have the view or have the perspective that this condition begins in what is then produced by the world of education (Kristiawan & Ahmad, 2017)

Character education is an effort to cultivate intelligence in thinking, practicing attitudes, and behavior in accordance with the noble values that become his identity, manifested in interactions with God, himself, among others, and the environment. These values include: honesty, independence, courtesy, social dignity, intelligence, including intellectual curiosity, and logical thinking. Therefore, the cultivation of character education is not just transferring knowledge or training knowledge or training a certain skill. The cultivation of character education needs a process, exemplary examples, and habituation or culture in the school environment, family, community, and mass media environment through the application of local wisdom values.

Character education has a higher meaning than moral education, because it not only teaches right and wrong, more than that character education instills habits about good behavior so that students understand (cognitive domain) about what is good and wrong, able to feel (affective domain)) good value and used to do it (behavior domain). So character education is closely related to habits that are continuously practiced or carried out (Kemendiknas, 2010)

In reality education is not a simple effort, but through a dynamic and challenging activity. Education will always change along with changing times, every time education is always the focus of attention and sometimes even becomes the target of dissatisfaction because education concerns the interests of all people, not only about investment and current living conditions. That is why education always requires improvement and improvement in line with the increasing needs and demands of community life.

Social attitude is needed to build relationships with other people in everyday life. A social attitude is an act of a person to live in his community, such as helping each other, respecting each other, interacting with each other, and so on. Social attitudes need to be developed because they can create a peaceful, harmonious, comfortable and peaceful atmosphere. Social attitude is an action that can solve various problems in society by thinking together.

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METHOD

This type of research is a qualitative study using an ex post facto (non-experimental) approach with a correlational design. So in this study do not conduct treatment of research variables but examine the facts that have occurred and have been done by the research subject. This means that manipulating the research variables is not carried out, but only digs up the facts by using a questionnaire containing a number of questions / statements that reflect their perceptions of the variables studied.

The types of data in this study are: (1) primary data, (2) secondary data. Primary data were obtained in the form of verbal or verbal words or speech and the behavior of the subject (informants) related to the supervision of the principal. Secondary data comes from documents and photographs that can be used as a complement to primary data.

The research sample as data is informants who can provide the necessary information. Researchers select informants who are considered to know and can be trusted to be a solid source of data and know the problem in depth. The sample in this study was the principal and teacher at the Islamic Elementary School Cahaya Ilmu, Semarang City

The author describes the types of research, data collection, data sources, data collection tools, and data analysis methods.

RESULTS AND DISCUSSION

Cahaya Ilmu Islamic Primary School is located at Jalan K.H. Abdul Manan, Pedurungan, Semarang City. SDI Cahaya Ilmu is easily accessible by public transportation. Has a strategic location and is on the Pedurungan-Genuk Transportation Route. SDI Cahaya Ilmu was founded in 2015 with the National School Principal Number (NPSN): 69947271. The status of a private school with the name Samudera Ilmu foundation, school operational permit: 421.2 / 4511/2016 and currently accredited A. As an elementary school based on Islamic values, this school develops value education in achieving the vision and mission of the school.

The vision of Cahaya Ilmu Islamic Elementary School is: "The realization of a superior person who is healthy, intelligent, creative, and has good character according to the Qur'an and Sunnah" The mission of Cahaya Ilmu Islamic Elementary School, namely: a) healthy living habits; b) positive habituation of children's behavior, c) Guiding children to become creative personalities, d) Optimizing the potential for children's plural intelligence, e) Together with the family, building a child's personality with endurance.

The principal's strategy in Character Education Development is seen in the formulation of the school's vision. The vision of Cahaya Ilmu Islamic Elementary School is: "The realization of a superior person who is healthy, intelligent, creative, and has good character in accordance with the Qur'an and Sunnah".

Based on observations and interviews that have been conducted, the vision and mission of the school are developed in the form of character education for students with positive habituation and noble character which is manifested through several things, including by performing congregational prayers, dhuha prayer and dzuhur prayers, and also reading prayers before carrying out activities. The impact resulting from the discipline of value habituation strategy is that students are more disciplined with time, tidier, more responsible. The impact resulting from the strategy of habituating the value of caring for the environment is that students care more about personal hygiene and their environment (Dahniar, 2017).

Development of programs from the vision and mission of the school in the form of rules that govern students and teachers that aim to develop character education. School regulations become a reference for students and teachers in taking action. Understanding the vision and mission of the school is an important thing that must be considered by all school members. Operational programs must be easily understood and implemented by school members so that the development of character education will be more optimal.

The principal, as the top leader in the school, has a role to play in realizing character education. The strategy undertaken by the principal of the Cahaya Ilmu Islamic Primary School is to provide continuous coaching in terms of

modeling, teaching, and good reinforcing of 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 by prioritizing a disciplined and firm attitude in terms of time. The principal often comes in the earliest and comes home the last, orderly administratively. The thing that is felt to be the most difficult for the principal in developing character education in schools is the willingness to act to show the example of the top leadership. The principal encourages all teachers and employees to be good character models for all students. The spirit and hard work of the character education school principal greatly affects the conditions of the school that will be created in the school environment.

Second, teaching by the principal begins with motivating, communicating with school residents regularly so that character education in schools can be realized. Schedule meetings with teachers in regular school service meetings which are useful for providing the latest report information, forwarding information from agencies or foundations, and discussing the learning process. The school principal provides motivation and support to teachers so that teachers always carry out their obligations better, discipline 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, and the principal makes a policy to carry out certain activities that support the culture and inculcation of character in the school environment.

Third, the character reinforcement (reinforcing) of the principal by the teacher through planting a caring attitude. This caring attitude is applied by involving teachers in democratic decision-making. The teacher may give suggestions / input, argue, even reject the principal's plan in the meeting as long as they have strong reasons. Teachers are positioned as partners by the principal so that communication is well established.

The principal has a major role in the success of the school. It is in accordance with 2013 curriculum that emphasizes character education which in this case is not regardless of the role of the principal. By therefore, the role of the principal in instilling character in students, namely the head school does not directly play a role in character education students however he did make rules, make vision and mission school (Ajmain & Marzuki, 2019).

In terms of habituation, the principal works with parents to encourage students to adopt positive behaviors, both at home and at school by filling out "contact books". A contact book is a record of student behavior at home and at school. At school, the book will be filled in by the teacher, while at home the book is filled in by the parents. In the family, it is the parents who are the first place for the character formation of the child. It is in this family that the children first receive moral education (character) as well as socialization of various things that grow and develop in the family. In the family, children do a lot of value education processes from their parents, such as how to speak, think, and act. Parents are the main and first models in terms of character education (Marzuki, 2015). These good habits are a form of exemplary teacher who is expected that later students can imitate or imitate what is seen from the habits of the teacher (Susanti et al., 2020). Character education is a variety of efforts made by various school personnel, even those carried out together with parents

and community members to help children and adolescents to become or have a caring, opinionated, and responsible character (Hendriana & Jacobus, 2017).

CONCLUSION

Based on the results of the research and discussion above, it can be concluded that, first, the role of the principal in developing character education in schools is very decisive. The role of the principal as a leader in the school is in the form of continuous coaching in terms of modeling, teaching, and good reinforcing of all school members (teachers, students and employees). The prominent character values developed at SDI Cahaya Ilmu are religious values, discipline, and achievement motivation values. Second, the Supporting and Inhibiting Factors of the Character Education Process, namely, 1) School managers are very supportive of character building programs for students both in terms of guidance and proposed activities that must be programmed. 2) The teacher has the ability to deliver material and can adjust it to the needs of students. Teachers do not keep their distance from students. The closeness between teachers and students has a positive impact in learning, namely students feel comfortable. 3) From the guardian side of the students are also very supportive of the programs designed by the school even they want moral values to be a top priority in every activity at the school.

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