Education Leadership Values in Students' Character Building

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Abstract: School education is one of supporting factors in students' character building. It can work well if it is supported by the ability of the principal in managing the school. A principal has a big influence in building a school culture and determining an institution's policy of students' character building. This study aims to find out the education leadership values in students' character building at SDN Cicenang I Kecamatan Cigasong Kabupaten Majalengka. This study used analytic-descriptive qualitative approach with case study method. The finding showed that some education leadership values were applied in students' character building. They are respect, responsibility, cooperation and kinship. These education leadership values would give big influence for the institution he leads. The education leadership values will shape the culture of students' character building. Thus, the school is not free value institution because it carries out an education process where values inherent in the process.

1 INTRODUCTION

The Law No. 20 Year 2003 of National Education System chapter II article 3 stated that the goals of the national education are to develop the ability and to build the character and civilization of a dignified nation in order to educate the life of the nation, and to develop the potential learners in order to become a man of faith and cautious to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen.

The Law explicitly provides an idea of the importance of realizing the goals through fostering the character of students in school. According to Aristoteles, character is the life of right conduct-right conduct in relation to other persons and in relation to oneself (Nurihsan, 2016). Some studies indicated that implementing programs in character education should improve students' behaviors, such as decreasing bullying, conflict and violence, which should engender students who will be more sympathetic, tolerant, kind, compassionate, and forgiving (Bulach, 2002)

The school as an organization is required to carry out the goals above. Therefore, the character does not only build and develop in every individual, but also in educational institutions. The ethics of leadership dramatically shape the workplace and impact values-based decisions, as ethical leaders establish a vision and influence the behaviors of others (Gini, 2004). The character of the student is unlikely to build and develop if the school does not have a character. In other words, only in the educational institutions which have a character, learners will build and develop as human beings with character.

To make this happen, it needs a loyal leader to the value and brings the value into the organization and make the value becomes a guidance for the behavior of the people in the organization. The value of leadership will build a value on itself to be further internalized to all members of the organization, as Hester and Killian (2010) conclude, "Leadership is about relationships and relationships are sustained by shared moral values." Meanwhile, according to Lickona (1991) the leadership has a big role in a moral culture building in the school since it can develop values, attitudes and positive behavior. The leadership in education is the basic value of character building in the school. In fact, research has acknowledged the bold role played by the school principals as being a determining factor for success or failure of character education; who are supposed to lead by modeling (Berkowitz, 2012).

The importance of students' nurturing in the primary school was stated by Hakam (2016). He said

that the primary school has the important role in building individual character. Based on the statement, the education activities should facilitate the development of students' value of the noble character. Therefore, a mistake leadership in moral-grade education in elementary school will have a long-term impact on the moral life of the individual in his future.

Schein (2010) calls for leaders to serve as role models for ethical conduct based on high moral standards, take responsibility for the moral development of others, hold everyone ethically accountable, and deal fairly and respectfully with each person. O'Reilly and Pfeffer (2000) suggest leaders can potentially transform cultures to continuously exemplify ethical values. Leadership and values are and should be inextricably intertwined. Day et al. (2009) summarize the importance of ethical and moral development of leaders for these three reasons: "(1) nearly every decision a leader makes has ethical implications; (2) leaders serve as role models to others and are the targets of identification and emulation of followers; (3) leaders shape the climate of their respective organizations".

But in fact, fostering the character of students in schools are no longer involves the value as a foundation for leaders, such as principals and teachers. It causes less cooperation between all of the school residencies and the loss of role models for students. A number of facts show that the principal's and teachers' leadership has not succeeded in running their role. The impact is the goals of the national education (students with character) will not be achieved. Based on that, the researcher is interested in conducting a research on the value of education leadership in fostering the character of students.

2 METHODOLOGY

This study used a qualitative approach, also known as the Qualitative Interactive Investigation Model by Sukmadinata (2015). The research used analytical, descriptive method in the form of the case study as a data collection technique. The respondents of the research were school principals, teachers, and students of SDN Cicenang I Cigasong, Kab. Majalengka.

In this study, the researcher was the key instrument. The data were collected through 1) observation, 2) interviews, and 3) document studies. To analyze the data, the researcher used three simultaneous components and interrelated activities as advised by Miles and Huberman (Alwasilah,

2011), namely: data reduction, display data, and conclusion.

3 RESULTS AND DISCUSSION

Schools are not only a social culture system but it is also a place to embed the educational value. At school, it is hoped that the students will be able to actualize the values they have received directly. It is in line with Pai (1990) who states: The school is not only a social system and a system of school culture but also as a system of action, because human action governed by and in the pattern the meaning of the object and the orientation of the object in the world of human experience.

The character building in schools works well when leaders act and make a decision based on values, because leadership is essentially about the value of choosing, and it is a value-laden activity. "Leadership is fundamentally about value choosing, and this is a value-laden activity..." (Hughes et al., cited in Lumkin, 2014). Therefore, leadership values are needed on every component in the school, because according to Ace Suryadi (2015) character education cannot be done in a vacuum tube which value-free because the character is bounded with life.

Based on the results of the interviews with principals of SDN Cicenang I, it was found that the dominant value applied in his school was the value of kinship and cooperation. The school considered that family values were one of the best ways to prevent undesirable behaviors that were easy to develop among students. The familial bond in the school must be strong, because if it is weak and positive school norms are ignored, then there is a great chance of school fights will occur. The values of kinship will foster a sense of common destiny and mutual assistance, congratulate the friends who get lucky, empathize with friends who get disaster, hear complaints, and so on. A kinship can be grown through extracurricular activities or other activities that can foster a sense of luck as part of a large family of schools. Some school activities such as sport competitions, race competitions, environmental cleaning events, business activities, and other school works are the form of extracurricular activities that greatly affect the kinship.

While the value of cooperation for the citizens of the school will be the driving force and energy to realize the vision and mission of the organization. School residents work together if there are efforts of each individual, systematically integrated and provide enormous benefits to the organization. With

cooperation, the purpose of the organization will be borne together, without a good cooperation, the organizational goals cannot be achieved.

The form of school cooperation is done through internal and external cooperation. He internal cooperation is done by the components in the schools such as school principals with school committees, teachers, students, administrators, librarians, cafeterias, as well as with janitors. External co-operation with parents, for example, is to socialize programs that will be good for capturing the empowerment. In health matters, the school cooperates with Public Health Center doing the activities such as environment management, health counseling, proper hand washing and the dental check-up. For the management of the forestry sector, the school is working with the Guidance Counseling of Territories and Forestry of Kabupaten Majalengka. Meanwhile, the cooperation with Boarding schools is formed to enhance the faith and the worship. Meanwhile, for environmental management and recycling of waste, the school cooperates with the Environmental Management Agency since the schools believes that the environment in this case provides a high influence on the formation of student's character. Narwanti (2011) explains that the level of achievement of the character education program in schools depends on the environment. Schools, in this case, should be thought of programs that support the achievement of the activity of character values in school.

In addition, the teachers have an important role because the teachers are role models or figures for the students. Based on the results of interviews with teachers at SDN Cicenang I, the most dominant value played by teachers in fostering the character of students is through discipline and exemplary. According to Miller (2014), "the success in life one is hoping for begins with, and is built upon, integrity and personal discipline." The ultimate form of disciplinary value is created in the learning activities; the teacher does not only transfer the knowledge but also transfer the value by introducing the value, awareness of the value, and the internalization of value into the learners' behavior in their daily activities. So, besides the ability the learners will recognize, realize, care, and internalize the values and make it into their behavior. To make that happen Character education can interface the learning on each subject. Any subjects related to norms or values in each subject should be developed, explicit, associated with the context of everyday life. Learning these character values do not stop at the level of cognitive impairment, but touching at the level of

internalization, and practice in the life of students in the community every day (Furkan, 2014). Meanwhile according to U.S. Department of Education (2005) clearly defined the character education as "an explicit learning process from which students in a school community understand, accept, and act on ethical values such as respect for others, justice, civic virtue and citizenship, and responsibility for self and others."

While another value played by the teacher is through exemplary. The leadership of teachers has a substantial share in character building. This is understandable because humans are creatures who like to imitate, including the example of his teacher. In education, the teacher's personal character will be an example, or exemplary for the learners. Because of the implications for student teachers' attitudes influence the values and behavior of pupils and that they should be role models to their pupils. (Revell and Arthur 2007). In this way, students are led to behave like teachers, because from the moral aspect the teacher has moral authority. This view is similar to Lickona's opinion, (2015). The teacher is the center of moral authority in the classroom; it is based on the fact that the school has given the teacher responsibility to create good morale and learning in the environment, as well as maintaining the safety of students and welfare in general. That responsibility gives teachers the right to tell students to follow their directions, do their work, obey the rules in the classroom, and stop the behaviors that teachers consider to be contrary to the best wishes of an individual or group.

Hence, it can be said that "teachers are leaders when they function in professional learning communities to affect student learning; contribute to school improvement; inspire excellence in practice; and empower stakeholders to participate in educational improvement" (Childs-Bowen et al., 2000). Through good moral interaction with principals, teachers, and other students, it will produce students with character.

From the observation, it can be seen that the most dominant values shown by students are religious, disciplined, and honest. Religious characters are expressed through the students' habits when beginning and ending of the lesson by prayer, greet the teacher, and do the *dhuha* prayer. Other religious activities appear in the activities of welcoming the big days of Muslims such as the birthday of Prophet Muhammad SAW, *Isra Mi'raj* by inviting religious figures to give sermons. Meanwhile, in fasting Ramadan the school cooperates with boarding school to carry out the *'pesantren kilat'* activity.

Other cultural results appear in the student discipline activities, student discipline appears in the learning activities. During teaching and learning activities in class, the value of a culture are: 1) Students come to school 15 minutes before the learning begins, 2) before the students enter the classroom, they were lined up and checked the dental hygiene, hair, nails and clothes, 3) before the learning activities begin, students read Al-Quran,4) during the learning activities, teachers explain the learning materials in accordance with the Lesson Plan, and the character values contained in the learning activities.

Meanwhile, honest behavior was seen when students were in the canteen. Honesty appears when students buy preferred food or drinks, and then they pay and take refunds in the boxes that have been provided on the spot. Student's honest culture was visible when finding the lost items, (1) if finding items that do not belong to him, then immediately give the item to the homeroom/owner if there is a clear identity. (2) That day the homeroom announces the item in the class. (3) If there is no owner in that class, then it is given to another class to be announced. (4) If no one feeling of loss, then the item is stored in a box. The result of this study by observing, interviewing, documentation study, and benchmark will be constructed in the conceptual categories where they will form a core dimension such as the selection of the evolved values, arranging activity program that can develop character values.

4 CONCLUSIONS

- The dominant values of leadership applied by the school principals in fostering teachers are cooperation and kinship.
- The leadership values applied by teachers in building students' character are exemplary and discipline.
- The dominant characters of students appeared in religious attitude, discipline and honesty.

Therefore, to produce students' character it can be initiated by the values of leadership on each component in the school they are school principal and teachers.

Values must be the basis of thought and action in carrying out its role. The value of the individual must depart from the intact personal value and common value mutually agreed to be subsequently brought into the organization. Values must be a driving force for leaders in schools so they can encourage other components in the school to think and act on values, so that in the end it will become a character.

This research suggests that the responsibility for character building cannot run alone, but it involves the entire school community such as school committees, principals, teachers, extracurricular builders, administrators, cafeterias, and security guards. The synergistic component will help to generate the students' character.

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