The Principals Spiritual Leadership in Students Strengthening Character at the Vocational Elementary School

Mutiah*

Educational Administration Program, School of Postgraduates
Universitas Pendidikan Indonesia
Bandung, Indonesia
*mutiahkireina@gmail.com

Cepi Triatna

Educational Department, School of Postgraduates
Universitas Pendidikan Indonesia
Bandung, Indonesia
cepitriatna@gmail.com

Abstract—My research aims to determine: 1) sources that build value student character values, 2) the principal's spiritual leadership program for strengthening character of SDN MARGASARI students, 3) implementation strategy the spiritual leadership of the principal in strengthening the character of the applied students at SDN MARGASARI Integrated Elementary School. This study uses an approach qualitative research with the type of case study, research to describe, and reveal circumstances, events as they are and reveal facts in the field in depth. Data collection techniques through observation, interviews and documentation. The results showed that the head spiritual leadership schools in strengthening the character of students, which can be seen from 1) sources building student character values consisting of religion, culture, Pancasila, goals national education and spiritual leadership, 2) spiritual leadership program the principal for strengthening the character of students consists of habituations students do that is habitual scheduled, spontaneous and incidental, 3) strategy the implementation of the principal's spiritual leadership in strengthening student character, namely seen from the exemplary and vision and mission in school.

Keywords—character strengthening, spiritual leadership

I. INTRODUCTION

The goal of quality education in schools cannot be separated from the cooperation of all components of resources, especially Human Resources (HR) at the school. Teacher human resources represent the largest of other education personnel who are responsible for improving the quality of education in a school, because it is on their shoulders that the noble task of creating the perfect one is attached. Creating innovative plenary is an easy task like turning your hand, but a task that is always in an endless process. Moreover, there are still many educational problems that are still our collective homework. This is a challenge for the teacher, because it is in their hands that creates change. This is in line with Law no. 20 of 2003 concerning the national education system contained in article 3 of the Law, namely "national education functions to develop capabilities and shape the character and civilization of the nation with dignity in order to educate the nation's life. 2 The law clearly explains that education is to shape the character of the nation, so the most important thing in education is the character of students, because with good character students will be able to face the times with all its complexities.

The success of a teacher in shaping the character of students is inseparable from his role as a leader for students in his class. Teachers as leaders will have a big influence on those they lead. Teacher leadership is one of the factors that influence the character building of students, considering that in Javanese philosophy the teacher is a person who is imitated and is the spearhead in the class who is directly dealing with students. Teachers accompany students so that they will become the next leader. In line with one of the theories of leadership, namely the trait theory, this theory explains that the success of a leader is determined by personality traits both physically and psychologically. Personality traits are closely related to character and character and cannot be separated from spiritual values.

In addition to a teacher, there is also a leader who is able to strive for the formation of the character of students and a teacher. Because, a successful leader is able to manage the organization, can influence others, and show the right path and behaviour that must be done together (doing cooperation), and even a leader greatly affects the morale of the group. Likewise, in a school the leader is the principal. The leadership style of the principal determines the direction of the policies he makes.

Danim defines leadership as any action taken by an individual or group to coordinate and give direction to other individuals or groups who are members of a particular container to achieve predetermined goals [1]. The principal must understand what kind of leadership model should be applied according to the current state of development. In this modern era, leaders are not only focused on every lesson

carried out by students, the task of every educator or educational staff. But leaders must also think about how students, educators, and education personnel carry out all assigned tasks with full honesty, do it sincerely so that they are always honest in every job. In line with the opinion of Arifin Imron [2], he principal not only leads the school, but he is also a spiritual role model for the school community and society. Furthermore, Baharuddin [3] that the principal as a role model for school members must have high moral and spiritual religious values as implied in personality competence. Furthermore, Soliha and Hersugondo [4], leadership and adjustment to existing changes are the biggest challenges today for a leader, the role of a leader in human relations is closely related to the leadership style he displays, a leader is expected to display leadership styles in all situations depending conditions and situations as well as to which subordinates. Fry states two things that are the basis for thinking about the need for spiritual leadership theory [5]: (1) the needs of the times for learning organizations require spiritual leadership, (2) Learning organizations can be a source of spiritual defence and especially motivate their workers intrinsically through vision, hope / belief, and love. Tobroni spiritual leadership is a true leadership and the leader of spiritual leadership is a real leader, he leads based on religious ethics that could shape strong characters, integrity, and an incredible model [6]. Furthermore, Tasmara mentions spiritual-based leadership characteristics [7], namely: (1) attitude, (2) adaptability, (3) attention, (4) accountable, (5) beauty, (6) behaviour, (7) credibility, (8) competent, (9) creative, (10) consistence, (11) discipline, (12) empathy, (13) enthusiasm, (14) honest, (15) hope, (16) integrity, (17) justice, (18) love, (19) pray, (20) quality, (21) qolbu, (22) service, (23) trust, (24) teamwork, (25) vision, and (26) value. Presidential Regulation No. 87 of 2017 concerning the strengthening of character education describes the education movement under the responsibility of the education unit to strengthen the character of students through the harmonization of heart, feeling, thought and sports with involvement and cooperation between educational units, families and communities as part of the movement national mental revolution.

Spiritual leadership is believed to be the solution to the current leadership crisis. Spiritual leadership is the culmination of the evolution of a leadership model or approach because it departs from the human paradigm as a rational, emotional and spiritual being or a creature whose personality structure consists of body, lust, mind, heart and spirit. Spiritual leadership is true leadership and real leaders. He leads with a religious ethic capable of shaping character, integrity and outstanding exemplary. He is not a leader because of rank, position, position, descent, power and wealth. Spiritual leadership does not mean anti-intellectual leadership. Spiritual leadership is not only very rational, but rather clarifies rationality with the guidance of one's conscience. Spiritual leadership also does not mean leadership with supernatural powers as contained in the term "spiritual figure" or "spiritual advisor", but leadership using spiritual intelligence, the discernment of the inner eye or the sixth sense. Spiritual leadership also cannot be equated with esoteric (inner) and exoteric (birth, formal), but seeks to bring and give values and meanings that are born to the inner home (spiritual) or give spirituality and purity to everything that is. profane.

Observations made by researchers at SDN Margasari found that school principals applied spiritual leadership in religious guidance programs for students and teachers. Character values refer to the values exemplified by Rasulullah SAW, namely (1) siddiq, (2) amanah, (3) tabligh, (4) fathanah. SDN Margasari also provides guidance to students on how to strengthen their relationship with Allah SWT, their parents, siblings, and their relationship with the universe. SDN Margasari is a school that applies high discipline, although this school is not a pesantren-based school, this school has many religious activities that can strengthen character for students. The description above encourages researchers to examine the uniqueness that occurs in strengthening the character of students at SDN Margasari with the focus of the research is the Spiritual Leadership of the Principal at SDN Margasari which is detailed into sub-focus as follows: 1) sources that build student character values, 2) spiritual leadership program to strengthen the character of students at SDN Margasari 3) strategies for implementing the spiritual leadership of the principal in strengthening the character of students at SDN Margasari.

II. RESEARCH METHODS

The approach used in this research is a qualitative approach with the type of case study research, carried out because the author focuses directly on identifying the Spiritual Leadership of the Principal in Strengthening Student Character at SDN Margasari. The presence of researchers in the field is very important and needed optimally, researchers are a key instrument for observing, interviewing and observing, data sources are: 1) Principal, 2) Deputy Principal of Curriculum, 3) Religious Advisors, 4) Teachers, 5) Trainers and 6) Students. The data collection steps were carried out as follows: 1) direct observation, 2) interviews, and 3) documentation. Data analysis was carried out through the following procedures and stages: 1) data collection, 2) data reduction, 3) data presentation, 4) drawing conclusions. For the validity of the data that can be accounted for, the following steps are taken: 1) extension of observations, 2) increasing persistence, 3) using reference materials. The research stages: 1) orientation stage, 2) exploration stage, 3) member check stage.

III. RESULTS AND DISCUSSION

Based on the results of observations and direct interviews conducted with informants, both school principals, curriculum instructors, student faculty, religious coaches, trainers and students at SDN Margasari, an illustration of the spiritual leadership of the principal in strengthening student character is obtained. The results of interviews related to the principal's findings in strengthening the character of students at SDN Margasari can be described as follows:

Resources That Build Student Character Values The sources that build student character values consist of religion, culture, Pancasila and national education goals which can be described as follows: a) religion, at SDN Margasari upholds religion in carrying out activities. Regarding religion as a source of character values for students at SDN Margasari, as the results of interviews with information explained that for sources of religious values to children, the first reference is to the holy book and even discusses the problem of children, the analysis is always looking for what the verse references , what is the hadith, then what follows is about the provisions of education itself, if you look at the formal legality, starting from laws, national education, presidential decrees such as character education, presidential decrees regarding strengthening character education, so that is used as a reference, it continues to decline until written provisions that exist in school. b) culture, regarding culture as one of the sources of student character values as the information conveyed that the sources of these values can be understood, the sources are taken from the verses of the Al-Quran and the sunnah of the apostle then there are regulations on the provisions of cultural culture that are in the community in the school itself, in that society there is a cultural culture that applies here, adopting things like that, for example being assisted in front of an older person who bows down, well of course we also train us to convey, so is the culture of eating, the culture of visiting culture also conveyed. c) Pancasila, regarding the tolerance shown by the students, then they also have a foster care system, there is foster care, there are foster siblings, so that they get used to respecting the elders respecting the younger siblings so that is the responsibility of older siblings when younger siblings are not Doing the task then you are also reprimanded like that so you pay attention to your younger siblings. and d) the goals of national education, the students' creativity, the things we make, we free them to make certain activities, the development of creativity, for example in the case of yesterday's example research related to how to turn dirty water into clean water, we just need to facilitate them, we stay show us to help them, then they will assemble it, what is clear is that the point is that we provide flexibility for them, we give permission later for them to do so.

Spiritual Leadership Program in Strengthening Student Character The spiritual leadership program to strengthen the character of students in schools is in the form of useful activities carried out by students both inside and outside the classroom so that it becomes a habit for them every day.

The principal's spiritual leadership program in strengthening student character can be described as follows: a) Integration in Subject Activities in Each Subject, where learning activities in the classroom function in strengthening student character, teachers strive so that the expected character values can be realized, as for character strengthening which is carried out in the classroom by interviewing several informants where the first thing to do is to make lesson plans, the lesson plans contain the expected character values, then the material taught is related to character values. Furthermore, character values are implanted in the learning process in the K13

curriculum, there are what we call religious values with social values, if religious values are related to worship, then thanksgiving, then social values are like how the relationship between him and the teacher is how he relates to for other students, like it or not, he helps to help if there is trouble, for example, he lent his writing tools to other students who did not have it.

b) Habituation carried out by students in school is a character strengthening process that is shown through student behaviour every day and activities that support character strengthening. 1) The activities carried out by students in spontaneous habituation are things that without asking them they have to do such as greeting, it is spontaneous to people they know or those who do not know, anywhere at any time whether in school or outside of school, what follows is like helping others spontaneously so it must be true that when he sees someone who needs to help he must immediately help, for example, like when he sees a teacher carrying a load spontaneously he picks up the items brought by the teacher. 2) The activities carried out by students in acclimation are not always incidental, we give them to children from time to time, for example seminar lectures, we give them fully to the children, if they are able to create innovative things it is better , meaning that it has not been done by their siblings, the children usually take the theme of the Islamic anniversary day, they will raise the next election about democracy, 3) Assessment of the Principal of the Habits of Daily Life carried out by students is done in stages starting from students, namely by involving student organizations such as the Senate, Poltar, then their care, waligraha in the dormitory, religious coaches related to religion, students, trainers who will later make reports to the principal to see the progress of each student but on the one hand the principal monitors or observations of the habits carried out s students every day. c) Integration in extracurricular activities is a vehicle for strengthening the character of students in schools, extracurricular activities for students at SDN Margasari can be described as follows: 1) Activities carried out in extracurricular activities are of various kinds such as: volleyball, silat, religion, religion, time myselfyah, if there are other extracurricular activities students are divided if this religious activity is obligatory for all. 2) The integration of character values into extracurricular activities is very thick, for example people who practice soccer how they can play well, how can they work together with their friends because it is a team sport, so if the character is not formed then automatically feeling selfish, I don't want cooperation that will be a problem in a game, whatever we do, there must be intervention from Allah SWT, that's what we instil in students, that you learn self-defence, no matter how great you are in martial arts, you have to pray to Allah SWT. 3) Character values in extracurricular activities such as religion, honesty, responsibility, caring, discipline. 4) The principal's assessment of extracurricular activities carried out by students, namely how he knows that this extracurricular activity runs the program or does not run the program and it is delivered by the student assistant because those who are in charge of extracurricular activities specifically for non-academics The

information above shows that the assessment of student extracurricular activities - SDN Margasari students, namely non-academic extracurricular activities handled by students, student assistants collect the value of each extracurricular coach then the extracurricular values will be read on the report card of each student depending on the extracurricular being followed.

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Spiritual Leadership Implementation Strategies in Strengthening Student Character as for the findings of research at SDN Margasari, strengthening the character of students at SDN Margasari is carried out through exemplary from all components in SDN Margasari, because giving direct examples is one of the most effective ways that students can imitate. students, like praying in congregation with students in the mosque, speak good words, are disciplined, and act politely.

Likewise, according to Ulwan exemplary in education is an influential method and has proven to be the most successful or memorable in preparing and shaping the character, moral, spiritual, and social ethos aspects of children [1]. Furthermore, Suarga, a leader who shows good influence and provides positive value for the organization and its followers, will be able to be an example for those they lead [8]. In relation to the vision and mission of the school, it has become a reference in terms of strengthening the character of students in schools. The vision of the school is to become a leading school and to form a generation with endurance, excellence in achievement and

with a national perspective. Every activity that is carried out is always connected with the vision and mission of the school itself. The school's mission is to form a Muslim generation, provide superior education, organize open and trustworthy school management, organize educators, students and employees in Islamic life so that they are able to be role models in everyday life, build partnerships with other parties in realizing goodness and devotion together as well as independence and dignity. Those involved in formulating the vision and mission of the school are foundations, community leaders, school committees, school principals and teachers, so all school stakeholders are involved.

This is in line with Mulyasa who states that one of the keys to successful leadership of school principals is to formulate a complete vision [9]. Besides that, Wahab Abd and Umiarso also explain one of the characteristics of school principals who have spiritual intelligence, namely having a clear life purpose by formulating a vision, vision is a commitment that is outlined in a long-term concept that will guide where he should go, what skills do we need to get to the goal, and what provisions are needed to achieve the goal [10]. Furthermore, Tobroni states that spiritual leadership is seen as capable of perfecting previous leadership models by basing its vision, mission and leadership behaviour on divine values [11]. In addition, Thayib suggests spiritual leadership characteristics, namely being adherent to the vision of the organization, increasing self-potential, commitment to serving others, caring to gain trust, serving society through organizations, being open, working with teams, integrity, create organizational rules that make everything easier, and continue to improve through evaluation programs [12].

IV. CONCLUSION

Based on the results of data exposure and research results on the Spiritual Leadership of the Principal in Strengthening Student Character at SDN Margasari are as follows: 1) The sources that build the character values of students at SDN Margasari consist of (a) religion, namely religious, honest, hard work and love of peace, (b) culture, namely discipline, independence, national spirit, love for the country, respect for achievement, friendly / communicative, responsibility, (c) Pancasila, namely tolerance, democracy, social care, (d) national education goals, namely creative, curiosity, like reading, caring for the environment, (e) spiritual leadership, namely honesty, the spirit of good deeds, responsibility, attention, discipline, teamwork, communication, ability to adapt, 2) the Principal's Spiritual Leadership Program in strengthening the character of students at SDN Margasari, which consists of integration in subjects, habituation of students' daily lives and integration in extracurricular activities. 3) The spiritual leadership strategy of the principal in strengthening student character, namely with an exemplary attitude as a school principal or having to be able to provide a good example for students starting from speaking, praying in congregation in mosques, and attitudes in acting and discipline, formulating the vision and mission of the school which

becomes The reference in carrying out each activity carried out is to become a leading school with noble character, superior achievement and national insight. Based on the above conclusions, there are some suggestions as follows (1) for the principal, it is hoped that it will continue to maintain and improve the programs implemented in schools, especially in terms of strengthening character in students (2) for teachers, it is hoped that they will continue to provide good examples to students and help the principal in running the school program so that it maximally achieves the vision of the school, (3) students are expected to always behave well to maintain character values and further increase persistence in carrying out school activities, (4) for the community, especially parents, it is expected to continue to support school related activities. by strengthening student character education.

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