Headmaster Leadership Behavior in Strengtening Character Values In Vocational High School

Diah Puji Nali Brata[1], Ali Imron[2], Ahmad Sonhadji K.H[3], Imron Arifin[4]

[1] (*STKIP PGRI JOMBANG, Jl.Pattimura III20, Jombang, Indonesia*)
[2,3,4] (*Universitas Negeri Malang, Jl. Semarang 5, Malang, Indonesia*)

Abstract: This study has a purpose to describe the values of the strengthened characters, the implementation of character values, and the leadership behavior of principals in strengthening the values of the characters. This study used a qualitative approach with a multisite study design. The data collection method used is in-depth interview transcript, participant observation, and documentation. Meanwhile, the data analysis technique used in this research is modified analytic inductionmethod. Checking the validity of data used in this study is the degree of credibility, transferability, dependability, and confirmability. The results show that the character values that are strengthened are essential and work oriented values such as discipline character, honest, caring, pride, loyalty in work, and ability to cooperate. Implementation of character values through education and learning activities, habituation, school culture, conditioning, and extra-curricular activities. The principal's leadership behavior is to model, motivate, stimulate problem-solving ideas, and pay attention to schoolchildren for quality and characteristic school change. Leadership behavior of the principal is able to cultivate sportsmanship, openness, and high loyalty in carrying out duties and responsibilities.

Keywords: *Leadership Behavior, Headmaster, Strengthening of Character Values*

I. INTRODUCTION

Education is an effort to develop human potential as a whole. Educational process through educational interaction to develop cognitive, affective, and psychomotor sphere. Ilahi (2012) stated that education plays a fundamental role in fostering the potential and skills of learners in order to become a generation who are capable of facing the challenges of social change in people's lives. Therefore education is not only aimed to develop the intellectual potential and skills of learners in the learning process, yet it also must be able to instill moral ethics values for the maturity of the learner's personality. However, education today changes character and character that deviates from the order of moral values. Students have high academic value, adequate skills but attitudes and behavior as a mirror of positive characters are still questionable, learners show a less respectful or even disrespectful attitude to teachers, brawling between schools, ditching during lessons, and free sex among teenagers. Education should be able to generate Indonesian people who have moral and noble personality in accordance with the character of the nation, through the development of critical thinking, moral values, human values, and spiritual holistically. The realization of high moral persons in the life of society and state requires school leaders who are able to empower school people to synergize and commit to strengthen the values of good character in the school environment. According to Sonhadji (2012), there is rapid development of science and technology that causes changes in society. Education requires education transformation in the form of directional sharpening, structural change, curriculum improvement in accordance with community needs, and future-oriented.

The demands of society in the education world is the creation of balanced human resources quality between intellectual and personality, of course, it requires leadership of the principal who is able to transform his school into a quality school and character. It requires a high moral commitment to manage the resources at school and perform a reconstruction of schools in the present. Lickona (2012) stated that a just and democratic moral appeal by the students does not apply to schools that do not provide the experience of high moral community life in school. Levels of students' operative moral reasons tend to increase or decrease in relation to their perceptual appropriateness with the school's moral environment. There are six elements of how schools create a positive moral culture, among others (1) moral and academic leadership of the principal, (2) school discipline in modeling, developing and enforcing school values in the overall school environment, (3) (5) the moral atmosphere of mutual respect, justice, and cooperation be the life of every relationship in school, and (6) increase the importance of morale by sacrificing much of the time for caring about human morals.

Leadership has an important role in the development of the organization. (Berry, 1997) suggests that some research results have established the main function of educational leadership in the development of school

---

culture. Leadership is a significant factor in organizational quality development. Siegel & Byrne (1994) in Berry (1997) found that educational leaders face two significant challenges: to motivate school people to understand work in accordance with their expertise and to change the school culture that supports school vision and mission. De Roche (1985), argued that the principal must be able to manage and lead the school at the same time. This action demonstrates that leadership processes include helping staff performance, identifying and revising organizational goals, making decisions, providing learning opportunities and maintaining organizations to achieve organizational goals. Cooper, Fusarelli & Randall (2004), argues that if leadership really wants to develop better policies for school change, it should focus on education policy for equity and social justice or policy oriented toward efficiency and excellence. Hoy and Miskel (2008) in Wibowo (2011), argued that the behavior of change-oriented leaders is integrating external issues, communicating their vision actively, constructing innovative programs, calling for change, and collaborating for organizational change.

The Principal's commitment to make the school a community of virtue, a place of moral and intellectual qualities (respect, goodness, discipline, and honest) is indispensable as a solution to the problem of character in education. Therefore, the principal's leadership behavior is the key to school success because the principal plays a role in mobilizing, influencing and encouraging the entire school's civitas to achieve educational goals. Herman & Associates (2005), argues that schools are typical of nonprofit organizations, a special challenge for the organization's leadership should integrate missions, resources, and strategies. The choice of mission for an organization depends on the potential of sufficient resources to carry out the mission. Instead of any mission, no matter how big the cause is likely to fail if the organization does not have adequate resources to carry out the mission and ethical values of the organization.

Vocational High School (SMK) is one of the educational institutions that aims to create qualified graduates who are able to contribute and compete in the industrial world. Strengthening the character for the learners that is very important, especially the character development work. Through character education, SMK students are expected to able to independently improve and use their knowledge, review and internalize and personalize the values of character and noble morality so that it manifests in everyday behavior. Imron (2011) explained that education in addition to carrying out the actual instructional mission also carries a normative mission. Normative missions are more accentuated on strengthening certain norms for learners who become traditions in educator institutions that should be the foremost example of compliance with traditions and rules developed by educational institutions.

Contribution in this research is able to give insight to principals to understand the concept of leadership with leadership style and implementation of strengthening character education, become input for Education and Culture Office in making policy related to development of character education for the enhancement of personality of learners, and become input for Directorate of Vocational Education Kemendikbud in making policies related to the implementation of innovative SMK education, the implementation of competency-based and innovative learning models for improving the quality of learning.

II.   METODOLOGY

This study used a qualitative approach with a multisite study design. The location of research in three Vocational High Schools in Jombang, Mojokerto City, and Mojokerto Regency in SMKN 1 Jombang, SMKN 1 Kota Mojokerto, and SMKN 1 Sooko Kabupaten Mojokerto. Methods of data collection are in-depth interview transects, participant observation, and documentation. Data analysis technique used in this research is method of modified analytic induction (modified analytic induction). Checking the validity of the data used in this study is the degree of trust (credibility), transferability (dependability), and certainty (confirmability).

III.   RESULT

In this study, it obtained three findings in accordance with research objectives that is:

3.1   Strengthened Character Values

It can be started from the essential values, simple, easy to implement and work oriented. The basic reference in strengthening character education in schools is the existence of moral degradation among adolescents, and the importance of character education. The reasons for the values of discipline, caring, honesty are strengthened to transmit attitudes, instill a strong character of work to learners, and in determining the values of character strengthened by involving the parties concerned, the parties involved include school children, the board of teachers, stakeholders (committees).

3.2   Implementation of Character Values

The implementation of character values consist of the development of school culture with the process of self-development through the process of socialization and internalization of the activities of behavioral discipline in and outside the classroom, pembiasaaan values of existing characters kaiatannya planting faith and taqwa through daily habit every morning before the learning process to teach by reading the holy scriptures of

Qur'an, the inclusion of character values integrated in learning activities, before learning provides motivation by providing examples of good characters that can be imitated and emulated by learners from various learning sources, application of innovative learning models, through conditioning to obtain a comfortable place to learn, by writing or character-based slogans, and extracurricular activities as an effort by the school to strengthen the character of learners, initiatives ranging from work programs, teacher's commitment for fostering extracurricular activity.

3.3 Principal Leadership Behavior in Strengthening the Character

Setting an example by sharing risk with the importance of schooling on personal interests and having high targets for making school changes advanced or modern, demonstrating behavior that conforms to high ethical and moral standards and can be modeled and modeled by teachers' Teachers, other school residents, among others, modest attitudes, work because of amanah or uswatun khasanah, discipline by coming on time in school, obeying working hours, and responsible for its work. Exemplary in perfomace is a very polite, low profile speech, does not distinguish position, does not want to be distinguished in service, able to give positive influence to the citizens of the school about the values of the character of discipline, sportsmanship, openness, willing to accept criticism and input, responsibility, argumentation logical over the problem. The values of these characters have a strong influence, moving all subordinates to achieve the goals and goals of the school.

Providing motivation by increasing the optimism of subordinates to work on the basis of noble values rather than compulsion, work sincerely, sustenance is arranged by Allah S.W.T so subordinate aware of the importance of the task results for the benefit of school progress, able to perform normative communication by creating an emotional touch, with giving wise, religious words to encourage subordinates or staff to work harder, sincere, never give up.

Providing stimulation of problem solving ideas by being able to provide stimulus to subordinates to solve basic problems in school such as the discipline issue of school residents, principals provide subordinate opportunities by forming collaborative team to solve problems appropriately and according to school commitment to implement the value character values, able to encourage subordinates to evaluate subordinate performance (teacher) results in new ways by providing a clear, rational, critical, logical understanding of the importance of these new ways of habituating the character of discipline, as role models of learners, moral, and create a positive climate within and outside of school. New ways are challenging and require collaborative synergies for the acceptance of new ways by all citizens of the school, the fulfillment of facilities to support the ideas of subordinates to commit to implementing good karaker values. Fulfillment facilities also to meet the needs of learners to develop their potential, so as to achieve both in academic and non academic sectors.

Giving attention by being able to pay attention to the needs of subordinates as an effort to develop the potential and career, by providing opportunities for further study for potential teachers, training for teachers to learners by bringing in guest teachers or motivators, meeting the needs of learners for the development and improvement of academic potential As well as non-academic, by conducting trainings, bring in guest teachers to add skills, and equip facilities for potential infrastructure according to their expertise. This form of attention as the principal's efforts in strengthening the values of work-oriented character for the competition and the demands of the world of work, and attention to the psychic development of learners entering adolescence, realizes the period as a self-seeking, physical and psychological maturity which affects teenage emotions.

IV. DISCUSSION

4.1 Strengthened Character Values

The results of the study indicate that the values of the strengthened character are initiated from essential, simple, easy to implement and work-oriented values, this is in accordance with Lickona's opinion (2012), suggests that schools can give priority scales to which core values are Emphasized on the students, sometimes there are schools that prioritize to change from disrespect to be respected rather than disciplinary issues learners or vice versa. The decision to determine the values of priority character in school is the best way to change the school culture. Lickona (2013) illustrates an illustration of a school with a national character, Hilltop Elementary School and describes the characteristics of a national character school with eleven components, including strong parent involvement, building a caring school community, classroom meetings, reflection, Social discipline, window room, justice committee, monthly focus, curricular integration, awards, nurturing transitions. It can be a consideration of the principal's leadership to build a community that cares about character and reflection. An environmentally conscious community within a school, describing the warmth and caring that can be seen while visiting the school, reflection is a self-awareness of the importance of school quality of the school. By streamlining the components of classroom meetings, by conducting evaluation through research to determine the level of respect shown by learners, or called academic instruction examining the good. Handling discipline through the window room, these ways make learners reflect on the reasons that underline their natural behavior and how to solve the problem.

4.2 Implementation of Character Values

The results of the study show the character education through education and learning activities, habituation, school culture, conditioning, and extra-curricular activities. This is consistent with the opinion of Lickona (2013), which maintains a character in public awareness means creating a visual culture or culture that surrounds people with the message of the character in question, such as slogans or logos of characters or posters in cafeterias, strategic places, Yet, the most important display is exemplary behavior to model character quality. The challenge in developing character is to maintain the values of character that have been implemented by the citizens of the school. The Principal's efforts by continuously inserting character values with formally and non-formally expressed statements, this is one of the most effective attempts to raise awareness of character effort. Samani (2011) argued that character education can be interpreted as a value education, moral education, moral education, character education that aims to give good-bad decisions, maintain what is good. The cultivation of values to the citizens of the school the meaning of new character education will be effective if not only learners, but also teachers, principals and non-educators at school should all be involved in character-based education.

The results of research that indicate the process of socialization and internalization of the values of the strengthened character that makes the learners' self to behave and behave in everyday life, this is in accordance with the opinion of Lickona (2013), suggests the character formed from three kinds of parts Interrelated: moral knowledge, moral feelings, and moral behavior. All three are maturity-forming factors. The values of the character of respect, responsibility, caring, honesty, in its development to learners by interacting and modeling behavior that reflects the character traits. Successful development of characters across the community requires leaders who coordinate efforts and support their implementation. Sharing a vision that has to do with the leaders character values must develop a vision of character initiative throughout the school community. Thus, that all citizens have ideas to improve the character development in schools because given the opportunity to be part of the community committed in shaping the values of good character in school.

4.3 Principal Leadership Behavior

The results of the study showed that the principal's behavior in strengthening the values of character by giving example, giving motivation, giving stimulus problem solving ideas, and giving attention to subordinates is a pattern of transformational leadership, this is in accordance with the opinion of Danim & Suparno (2009), put forward That the performance of the principal as an education manager is concurrent with keteladan. Being an effective manager and educator, the principal must be able to act as a good and dynamic communicator because the principal will be able to motivate other individuals to work and work harder and better. The principal should be able to set an example, teach his / her competence, opinions and experiences, collaborate with the school community, and educate the schoolchildren in order to become mature and creative individuals. Arifin (2011) expressed the need of principal character in essence stated in Permendiknas Number 13 Year 2017 about Certification of Principal / Madrasah, principal must have five basic competence that is personality, managerial, entrepreneurial, supervision and social competence. In personality competence is embodied in the form of thinking, acting, and acting as educational leaders and managers of school personality.

The results show that one of the internal factors affecting organizational success is leadership, which includes leadership process, competence, and actions of the leader concerned (Yukl, 2001). The concept of leadership is an important factor in analyzing processes, and organizational change. Wibowo (2011) leadership can be studied from three perspectives such as: (1) approach of nature, or innate characteristics, or traits approach; (2) style or action approach in lead, or style approach; and (3) a contingency approach or contogency approach. In further developments, the focus of the study is more on how to nurture effective leaders, including by developing an awareness of the spiritual capacity to become professional and moral leaders.

Leadership style within an organization, it is necessary to be studied as an insight of the principal to lead a quality organization. Yukl (2001), argues that management researchers are very interested in the emotional and symbolic aspects of leadership, this process helps us to understand how leaders influence followers to put mission or organizational needs. Some leadership styles as a basis for determining leadership behaviors are charismatic leadership, transactional leadership, and transformational leadership. Robbins (2008), proposes charisma as a certain trait of a person who distinguishes them from the common people and is usually regarded as supernatural ability or quality, superhuman, or special powers. These abilities are regarded as strengths derived from the Divine.

Bass and Avilio (1994), argue that transformational leadership has four dimensions which he calls "the Four I's": (1) idealized influence, described as a leader's behavior that makes his followers admire, respect and trust him, Inspirational motivation, is described as a leader who is able to inspire team spirit within the organization through the growth of enthusiasm and optimism, (3) intellectual stimulation, transformational leaders must be able to cultivate new ideas, The problems faced by subordinates, and (4) individualized consideration, the transformational leader is described as a leader who is willing to listen attentively to the inputs and subordinate needs for career development.

The results of research on transformational leadership behaviors provide positive school changes such as a conducive school environment, the behavior of schoolchildren demonstrating a high awareness to implement the values of the characters to learners, positive responses of the community or stakeholders about the commitment of the implementation of character education in schools, and Increased academic and non-academic achievement of learners, this is in accordance with the opinion of Bass (1985), argued transformational leadership achieved remarkable results, has a charisma that became the source of inspiration subordinates. Transformational leadership able to meet the needs according to individual capabilities, and able to stimulate subordinate creativity. So the effect of transformational leadership is quantitatively superior to transactional leadership. Robbins (2008) stated that transactional and transformational leadership should not be viewed as a conflicting approach. Both types of leadership are complementary. Transformational leadership is superior to transactional leadership and results in levels of effort and performance of followers that go beyond what can be achieved if only the applied transactional approach.

The transformational leadership style has a remarkable effect in the organization, it becomes interesting to be discussed again. The behavior of transformational leadership qualifies in analyzing the interpersonal, conceptual and personal situations of subordinates. Popper (1992) suggests transformational leadership has a remarkable effect of being able to alter motivation, performance, and emotional, high work beyond itself. Transformational leadership can explain the elements that are capable of changing the motivation of subordinates. Transformational leadership is a leader who has a vision to change the work environment by increasing the high motivation, respect, attention to the differences and the needs of subordinates so subordinates with morality and high awareness will further optimize performance to achieve organizational goals. In the field of education it is necessary to adopt the demands of transformational leadership into the principal's leadership, especially in the context of character education development. Without the leadership of the principal who is aspirational to change, any educational effort seideal any designed not seem to bring optimal results. Transformational leadership is thought to be able to address the challenge of implementing character education in schools.

V. CONCLUSION

The conclusions of this study are: the values of the characters developed are essential, simple, easy to implement and work-oriented (discipline, caring, honesty) with the aim to transmit attitudes, instill strong work character in learners, second The implementation of character education through the development of school culture, self-development, religious-based learning, learning activities by applying innovative learning models, conditioning, extra-curricular activities, and the three principal leadership behaviors are (a) modeling subordinates by sharing risk, Organizations show behaviors consistent with high ethical and moral standards, (b) provide motivation to subordinates, by increasing the subordinate's optimism to work on the basis of noble values, communicating normatively by creating an emotional touch, by giving words of wisdom, Religious and strong cultivation of character values, (c) providing intellectual stimulus to subordinates, by being able to stimulate subordinates to solve problems logically, critically at school, and (d) pay attention to individuals, by being able to pay attention to subordinate needs Efforts to develop potential and career, and meet the needs of learners for the development and improvement of academic and non academic potential.

(2) The results of this study can be used as a reference for future research for more specific and detailed research on transformational leadership demands, and management of work-oriented character education.

REFERENCES

Journal Papers:
[1]   Arifin.I, Komptensi kepribadian kepala sekolah berbasis moral spriritual dalam mengimplementasikan pendidikan karakter, 2012. Retreived from https://scholar.google.co.id/scholar?start=20&q= imron+arifin&hl=id&as_sdt=0,5. Acsess 24 Mei 2017.
[2]   Berry, G, Leadership and the development of quality culture in Schools. New South Wales Department of school education,   Seven Hills, Australia International Journal Of Educational Management, 1997, 52-64.
[3]   Popper.M., & Landau.O.et.al, The Israel Defense Forces; An Example of Tranformational leadhership, Leadership & Organization Development Journal, 13(1), 1992, 3-8. © MCB University Press, 0143-7739 (Emeral Backfiles 2007)

Books:
[4]   Bass, B. M, Leadership and performance beyond expectation (New York: Free Press,1985).
[5]   Bass, B.M. & Avolio, B.J, Improving organizational effectiveness through transformational leadership (Thousand Oaks: Sage,1994).
[6]   Cooper. B S, Fusarelli. L. D & Randall. E V, Betters policies, better schools theories and aplications (New York: Pearson, 2004).
[7]   De Roche. Edward E, How school administrators solve problems (Englewood Cliffs: Prentice-Hall, 1985).
[8]   Danim, S & Suparno, Manajemen kepemimpinan transformasional kepala sekolah (Jakarta: Rineka Cipta, 2009)
[9]   Ilahi T.M, Revitalisasi pendidikan berbasis moral (Jakarta: AR-RUZZ MEDIA, 2012) 7-9
[10]   Imron. A. Manajemen peserta didik berbasis sekolah (Jakarta: Bumi Aksara, 2011)
[11]   Lickona.T, Character matters persoalan karakter (Jakarta: Bumi Aksara, 2012)
[12]   Robbins, S.P. Organizational behavior (jilid II) (New Jersey:Prentice Hall Inc, 2008)
[13]   Lickona,T. Pendidikan karakter panduan lengkap mendidik siswa menjadi pintar dan baik (Bandung: Nusa Media, 2013)
[14]   Samani , M & Hariyanto. Konsep dan model pendidikan karakter (Bandung: PT Remaja Rosdakarya, 2011)
[15]   Sonhadji, Manusia, teknologi, dan pendidikan menuju peradaban baru (Malang: UM Press, 2012)
[16]   Wibowo.B.U, Teori kepemimpinan (BKD Kota Yogyakarta, 14 Juni 2011).
[17]   Yukl, G, Leardheship in organization terjemahan Budi Supriya (Jakarta: PT.Indeks, 2001)

Chapters in Books:
[18]   Herman, R.D & Associates. The Jossey-Bass handbook of nonprofit leadership and management, Second Edition (San Francisco, CA: Jossey-Bass) retreived from www.josseybass.com.