

The Role of School Heads in Efforts to Build the Character of Participants Students in the First School of State 1 Talang Ubi

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Abstract

This study aims to determine the implementation of the vision and mission, the principal in an effort to build the religious character and discipline of students, at SMPN 1 Talang Ubi Penukal Abab Lematang. Ilir. The method used in this research is a qualitative method. The data collection instruments used were interviews, observation, and documentation. The results of this research. First, the implementation of the vision and mission of the Principal of SMPN 1 Talang Ubi in building religious character and discipline of students is to make the character of noble character become character and culture in their daily lives, the two principals in building the character of students through exemplary, reprimand, motivation, environmental conditioning, habituation, and character integration through learning activities. Third, the supervision carried out by the principal in building the character of students includes monitoring teachers in carrying out character learning in class, overseeing the course of character education program activities, checking the condition and integrity of school facilities and evaluating through briefings and meetings about character education programs.

Keywords : *Principal, Character, Students*

INTRODUCTION

Education is a media that is highly trusted by the community in building the intelligence of the students personality in order to become a better person. The nature of education is to grow the potential that exists in learners. These potentials include, potential knowledge, skills, and attitudes. Therefore, education must be continuous in building and developing in order to transform the desired generation. Integrated character education in learning is carried out by the introduction of values, facilitating the obtaining of awareness of the importance of values, and the internalization of values into the behavior of daily learners through the learning process, both inside and outside the classroom in all subjects. Basically learning activities, in addition to making learners master the competencies (materials) targeted, are also designed to make learners know, realize / care, and internalize values and make them behavior [1]. The problems in this study are:

1. How is the implementation of the vision and mission carried out by the principal in building religious character and discipline that wants to be realized in the students at State Junior High School 1 Talang Ubi Penukal Abab Lematang Ilir Regency?
2. What is the strategy of the principal in building religious character and discipline in the students at State Junior High School 1 Talang Ubi Penukal Abab Lematang Ilir Regency?
3. What is the efforts of the principal in the development of religious character and discipline in State Junior High School 1 Talang Ubi Penukal Abab Lematang Ilir Regency?

The research objectives to be achieved in this research are:

1. To describe the implementation of the vision and mission of the principal in building religious character and discipline that wants to be realized in the students at State Junior High School 1 Talang Ubi Penukal Abab Lematang Ilir Regency.
2. To find out the strategy of the principal in realizing religious character and discipline in the students at State Junior High School 1 Talang Ubi Penukal Abab Lematang Ilir Regency.
3. To find out the efforts of the principal in building religious character and discipline in State Junior High School 1 Talang Ubi Penukal Abab Lematang Ilir Regency.

METHODOLOGY

This research uses qualitative descriptive shorting method, with data collection techniques, namely observation interviews and documentation. This research was conducted at SMP Negeri 1 Talang Ubi Penukal Abab Lematang Ilir Regency, when the research began initial observation in writing the background of the problem from September 1st 2020, until October 2020.

Several State-level academic standards were analyzed to (1) identify the emphasis on cognitive learning and (2) determine affective teaching relevant to character teaching. Such a teaching of character education can be integrated naturally with and taught in addition to any Country's standard-based curriculum. Instead of adding new courses to the already overloaded school curriculum, character education should be integrated with other subject areas and routinely taught through all classes and by all teachers.

RESULTS AND DISCUSSION

Character education is absolutely necessary in school. As stated in the Law of the Republic of Indonesia Number 20 of 2003 that National Education is an education based on Pancasila and UUD 1945 Constitution rooted in religious values, Indonesian national culture and responsive to the demands of the times.

As a school that prioritizes the development of character education, especially religious and discipline character, Junior High School (SMP) Negeri 1 Talang Ubi has a vision and mission that has led to the development of religious character and discipline. The vision of the school that has been created will be outlined into the mission. Here is the vision and mission of SMP Negeri 1 Talang Ubi, the vision of SMP Negeri 1 Talang Ubi character and achievement. The vision reflects the future-oriented ideals of SMP Negeri 1 Talang Ubi by paying attention to the potential of the present in accordance with the norms, values, and expectations of the community as an indicator as stated through the Mission of the school 1) Excel in character (discipline and responsibility), 2) Excel in religious activities, 3) Excel in the school environment (clean, beautiful, and shady), 4) Excel in the acquisition of UNBK, 5) Excel in the academic field (science olempiade competition), 5) Excel in the competition to continue to sma / SMK Faporit, 6) Excel in sports and arts.

Based on observations and interviews, it was revealed that the implementation of the vision and mission of character education at SMP Negeri 1 Talang Ubi has been running effectively. This is indicated by several information expressed by the resource person who stated that character education in SMP Negeri 1 Talang Ubi has been integrated in learning, school management, and student development activities. Implementation of vision and mission in building religious character education and discipline is considered by SMP Negeri 1 Talang Ubi is very important, considering all activities to build character education is certainly didahulúi by a good planning, so that the implementation of character education activities run well in accordance with the vision and mission that has been planned and arranged jointly. To implement the vision and mission of SMP Negeri 1 Talang Ubi in building religious character education and discipline, the headmaster developed a program of activities carried out for the next year. The preparation of the program always refers to the achievement of the objectives of the education unit of SMP Negeri 1 Talang Ubi as revealed by the principal.

Discussion

Based on the results of interviews, observations, and documentation that have been done by researchers, as stated in Chapter I that the purpose of this study is to describe the implementation of the vision and mission of the principal in building religious character and discipline that wants to be realized in students at State Junior High School 1 Talang Ubi Penukal Abab Lematang Ilir Regency. Character is often associated with personality and character, ethics, morals, or personality [2]. To know the strategy of the principal in realizing religious character and discipline in the students at State Junior High School 1 Talang Ubi Penukal Abab Lematang Ilir, and To know the efforts of the principal in building religious character and discipline in Junior High School 1 Talang Ubi Regency Penukal Abab Lematang

lir. To analyze the data there are several stages that need to be done, namely classifying, filtering and then collecting from the data received. Therefore, the author analyzes these three things in accordance with the method used, namely descriptive qualitative analysis.

1. Analysis of Vision and Mission Implementation carried out by the Head of SMPN 1 Talang Ubi in Building Religious Character and Discipline. A vision should also call for values, expectations, and idealism rather than members of the organization and other stakeholders whose support is needed. The vision and mission of SMPN 1 Talang Ubi is formulated to be simple and idealistic, a picture of the desired future, not a complicated plan that has detailed quantitative goals and action measures. The vision of SMPN 1 Talang Ubi is to make the school residents have character and achievement. In the vision mentioned first clearly is achieving achievements, while the noble ethics mentioned next Vision is in accordance with what is expected by the Head of SMPN 1 Talang Ubi that educating morals / character is the main one. Noble ethics can have the meaning that the learners berakhlakul karimah, which is a simple word but has an idealistic meaning because akhlakul karmah is the characters inherent in the Messenger of Allah Berakhlakul karimah is a character characterized by Islam compiled by the Head of SMP N 1 Talang Ubi together with all components *and stakeholders of the school*, namely teachers, wakasek, administration, and school committees. This shows that the vision and mission of SMPN 1 Talang Ubi is an aspiration, hope and goal that all elements involved in formulating the vision are then together to support and strive for the vision to become a reality. To make that vision come true, it is outlined in a mission that is more towards action after which the objectives are also set that want to be achieved clearly.

Leadership is a way of articulating vision, realizing value, and creating an environment in order to achieve something and something that is the formation of the character of a learner who is noble ethics tertihat from the character or akhlakul karimah that shows as a religious character [3]. Religious character and discipline are the characters that want to be built in SMPN 1 Talang Ubi, be it the religious character and discipline of the learners and the character of the teachers must be in accordance with the religious teachings and character values developed by the government. This character will be difficult to realize if the headmaster does not have a strong commitment to the vision and mission, because the main task of the headmaster as a leader is to build the vision and mission. Analysis of The Strategy of the Head Master of SMPN 1 Talang Ubi in Building Religious Character and Discipline of Learners.

Strategy can be interpreted as planning a series of activities designed to achieve certain educational goals. [4] The main purpose of education for the Principal of SMP N 1 Talang Ubi is the formation of the character of the students who are Luhur Budi Pekerti in accordance with the school's vision. To achieve this vision, the headmaster used several strategies to build the character of the students.

The Head Master of SMPN 1 Talang Ubi in building the character of his students uses character integration strategies through activities. The activities are in the form of; (1) integration of character through daily activities in the form of: provision of accuracy / example, reprimand / advice, environmental conditioning that supports character education, routine activities / habituation of character, and activities of mentoring and supervision of character education. The headmaster in his daily life should be able to be a prime example both for his subordinates and his students.

A leader who has a good figure will be quickly admired by his subordinates and have authority before his men so that what he says will be heard, what he commands will be done and what he does will be used as an example and role model. Because figure / example is one of the factors to build the character of learners, (2) integration of characters through programmable activities in the form of: dzuhur prayer, Friday prayer, imtaq activities, listening to qultum, dhuha prayer, PHBI activities, and litelaras activities.

.. To carry out character integration through programmable activities must be planned, organized, and implemented properly. The headmaster as a manager must be able to do the task. Planning is carried out so that the programs are made in accordance with the

needs of the learners to develop their creativity and build their character Organizing is carried out so that each program is handled by competent people and aims to clarify the responsibility of each program and facilitate the work on the implementation of the principal should provide motivating direction to move teachers and also learners to be actively involved in each program carried out , (3) integrating characters through learning activities.

In character building in the classroom the headmaster can help teachers through teaching/academic supervision activities ranging from teaching preparation, teaching implementation to evaluation. In preparation for teaching the headmaster to help teachers on how to make lesson plans and tools that contain the value of religious character and discipline. In evaluating the principal can help on how to measure and assess the character of the learner then what kind of follow-up should be given.

In learning activities must have implemented character learning which includes the preparation of plans and learning tools that contain the value of religious character and discipline, implementation that uses habituation, which can build character and evaluate and follow up behaviors or attitudes that contain values based on religious character and discipline.

The strategy implemented by the headmaster to build the character of the above students is quite effective, but based on the findings in the field of implementation of the three strategies, it cannot be 100% (one hundred percent). Educating religious character and discipline is difficult and must be gradual because it relates to many people who each have different traits. In its implementation there are still some teachers who have not been able to carry out their duties properly there are still some students who need special attention. Therefore, the headmaster's job is to embrace all teachers and students to jointly hold the school's vision and mission commitment.

2. Supervision Analysis of Religious Character Education and Discipline of Learners

The main function of the supervisory is to ensure that what is already planned, purposeed, or pre-defined wisdom is well executed [5]. In this case, the headmaster ensured that the character education applied at SMPN 1 Talang Ubi was in accordance with the vision, mission and objectives formulated by SMPN 1 Talang Ubi. The Head Master of SMPN 1 Talang Ubi supervises character education in students through several actions, namely by fostering teachers in drawing up a learning plan that contains character values, monitoring teachers in carrying out character learning in the classroom, supervising the course of character education activities programs, checking the state and integrity of school facilities to support the character education process, evaluating through briefings and meetings on character education programs.

[5] Surveillance activities basically compare existing conditions with those that should occur. If in the process there are deviations / obstacles / misappropriation immediately carried out corrections) Obstacles encountered when the head master of SMPN 1 Talang Ubi conduct supervision is there are teachers and learners who do not really have and carry out their commitment in educating the character of learners such as at the time of entering the morning may still be late, in the activities of dzuhur jama'ah prayer there are still students who do not participate in congregational dzuhur prayer. In the event of such obstacles, the headmaster conducts corrections directly in the form of handling by giving advice and reprimands or indirectly through briefings and meetings.

In general, the headmaster also serves as an improvement in the quality of education. With the head master of SMPN 1 Talang Ubi supervising, the benefits include, first, teachers feel helped to carry out their duties. second, creating a harmonious atmosphere between the principal and teachers and students, the third improving the performance of the principal of SMPN 1 Talang Ubi and the teacher, the fourth encouraging the realization of the school's vision and mission.

3. Uniqueness of SMP Negeri 1 Talang Ubi

SMPN 1 Talang Ubi is a public junior high school. However, even though it is only a public school, it has its uniqueness and characteristics, namely the characteristic of religious character and discipline that stands out from SMPN 1 Talang Ubi. This can be seen from

the implementation of the vision and mission of SMPN 1 Talang Ubi, which has relevance to build the religious character and discipline of students, the headmaster who has strategies and programs to build religious and disciplined character and supervise so that religious character and discipline are always fostered.

CONCLUSION

Based on the results of activities carried out by researchers at SMPN 1 Talang Ubi about the leadership of the principal in building the character of the students, the conclusions can be concluded as follows: 1. Implementation of the vision and mission of the Head Master of SMPN 1 Talang Ubi in building the religious character and discipline of the learners is in accordance with what is the vision and mission of SMPN 1 Talang Ubi to make the noble character that becomes their daily life and in accordance with the character values developed by the government. 2. The strategy of the Head Master of SMPN 1 Talang Ubi in shaping the character of learners is through the strategy of integrating, integrating the character through programmable activities, through accuracy, reprimand, motivation, environmental conditioning, routine activities / habituation and character integration through learning activities. 3. Supervision conducted by the headmaster in shaping the character of the students fosters teachers in drawing up a learning plan that contains character values, among others, monitoring teachers in carrying out character learning in the classroom, supervising the course of character education activities programs, checking the state and integrity of the facilities of SMPN 1 Talang Ubi to support the character education process, and evaluating through briefings and meetings on character education programs.

Teachers should build the religious character and discipline of learners in the classroom by telling stories of kindness and motivation so that short stories of kindness and motivation can be told once every two or three weeks. This method will be quite effective in the process of moral knowing or giving moral knowledge to learners. Because actually in the Qur'an itself are stories that contain a lot of wisdom.

The principal of SMPN 1 Talang Ubi, should be the same as suggested to the teachers, but the headmaster told the moral story during Monday morning's ceremony. In addition, the headmaster should also make efforts to hold more regular trainings or seminars for teachers to build this religious and disciplined character to learners and for teachers to be skilled in conveying a moral message in a way that is fun for students.

The Principal of SMPN 1 Talang Ubi, should together with teachers improve coaching and supervision in building the religious character and discipline of learners.

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