

Principal Leadership Management in Building Student Character at State Elementary School 27 Palembang

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Abstract *Principal This study aims to analyze the principal's leadership management in building the character of students at SD Negeri 27 Palembang. Student character is an important aspect in education that not only focuses on academic achievement, but also the formation of a strong and ethical personality. The principal has a strategic role in managing resources, creating a conducive learning environment, and implementing character values in every aspect of learning. This study uses a qualitative approach with a case study method. Data were collected through observation, in-depth interviews, and documentation of the principal, teachers, and students. The results of the study indicate that the leadership of the principal at SD Negeri 27 Palembang contributes significantly to the formation of student character through habituation programs, extracurricular activities, and role models provided by educators. However, there are several obstacles such as lack of parental involvement and limited supporting facilities. In conclusion, effective principal leadership management plays an important role in building the character of students. A more optimal strategy is needed, including increasing communication with parents and strengthening school-based character education programs.*

Keywords: Leadership Management, Principal, Character Education.

1. INTRODUCTION

Education is still seen as a very successful means of increasing students' IQ and developing their personalities in Indonesia today. In essence, education aims to improve the knowledge, abilities, and attitudes of each student. To ensure the production of the intended generation during the implementation process, education must continue to be developed and built. Likewise with character education for students, which aims to make them good citizens in the future.

Education is a form of human interaction. In Law No. 20 of 2003 concerning the National Education System, it is stated that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble morals and skills needed by themselves, society, nation and state.

Management in Indonesian means management (Nasution et al., 2021). If in terms of management is one of the efforts to manage all aspects of education to achieve the success of an educational process that is carried out and implemented. Educators are also divided into various types, lecturers, teachers, tutors, facilitators and others, most importantly educators carry out and participate in the educational process that is carried out. Management or

management is an integral part that cannot be separated from the educational process. Without management, educational goals will not be realized optimally, effectively and efficiently. Educational management is basically a tool needed in achieving educational goals. Management in education is the application of management principles in the field of education (Aziz et al., 2015).

School leadership leadership is the school principal's way of influencing, encouraging, guiding and directing and moving teachers, staff, students, parents of students or the community to work together in carrying out actions that lead to the achievement of the institutional goals that have been set. (Azis et al., 2022).

Leadership is the readiness of individuals or groups to work together to complete the tasks given to them. (Kristiawan, 2017). Meanwhile, according to Musfah (2015), leadership is the practice of using authority to persuade people or groups to carry out certain tasks in order to successfully achieve organizational goals.

Abidin, (2013). States that character education is the main means of character formation of a nation in the future, so character formation through improving character education is very important. Meanwhile, Samani (2017) argues that teaching values to students is known as character education. The main goal of character education is to build a nation that is moral, competitive, cooperative, tolerant, heroic, and has a scientific and technological perspective. All these qualities are infused with faith and devotion to God Almighty.

2. LITERATURE REVIEW

Management

According to (FayoI, 1985 in Said Hamzah, 2022) Management is a general activity of all human endeavors in business, government, and households. Meanwhile, according to Sule and Saefullah (2010:5), Mary Parker Follet highlighted that "The art of management is using people to achieve goals." That is, the art of management is using people to achieve goals. Planning, organizing, directing, and managing are the steps that form management as a process to achieve a goal. Meanwhile, according to Wahyudin & Zohriah, (2023) Management is the achievement of organizational goals effectively and efficiently through planning, organizing, directing and controlling organizational resources.

Educational management is a system for regulating the implementation of education to meet the desired targets. Educational management will regulate various policies in an education system. (Budiman & Suparjo, 2021).

Based on the explanation of the experts above, management in general is a way of managing in completing work through other people. Management is a process of planning, organizing, directing, and supervising an organization or group.

Leadership

Leadership is the capacity to influence others to take actions that produce desired consequences. Effective leadership is an important part of the management framework, so being an expert in this area is necessary to succeed as a manager, claims Wahjosumidjo (2013). Leadership is the English translation of "Leadership." Leadership is described as a strong relationship between a person and a group of people because of common interests in general encyclopedia. In this relationship, both leaders and followers demonstrate directed behavior.

According to Kristiawan (2017), Leadership is the readiness of individuals or groups to work together to complete the tasks given to them, while according to Kartono (2014: 56), leadership is special, unique, and needed in certain situations. In a group involved in certain activities and has unique goals and tools, the personal characteristics of the group leader depend on the particular situation. It is undeniable that the main characteristics of the leader and his leadership style must be appropriate and acceptable to the group, as well as relevant to the time and situation. Successful leaders are able to lead or organize institutions and are able to lead effectively to achieve goals. (Widiastuti et al., 2023).

Headmaster

Based on the Regulation of the Minister of National Education Number 13 of 2007, the principal must have qualifications and competencies that include social skills, management, entrepreneurship, personality, and supervision. Every principal ideally has the skills and qualifications needed to carry out his duties as a leader of an educational institution. An effective school principal always supervises staff and strives to improve positive relationships within the school and between the school and the community, in accordance with the results of research on the function of school principals.

The school principal must have the personality or characteristics and abilities and skills to lead an educational institution. In his role as a leader, the principal must be able to pay attention to the needs and feelings of the people who work. (Yani et al., 2024)

In the leadership of school principals, so far there are only a few principals who have good qualifications in terms of school management. In addition, many school principals are still not right in implementing their functions as administrators. (Susti Marce et al., 2023). One

of the leadership roles is as a collection of actions expected from people in their leadership responsibilities.

Character

The character comes from the Greek *charassein* which means to. Meanwhile, according to KBBI, the word character means nature, mental quality, morals or manners that distinguish a person from others, and character. According to Marzuki (2015), a person with character is a person who has personality, behavior, nature, and character. Character is something that exists in individuals or in a group, a nation, it can be said that character is the basis of cultural awareness. (FadiIah et al., 2021)

According to Ki Hajar Dewantara in Damin and Suparno (2019). Combining all the enduring human characteristics, character or temperament creates a unique indicator that distinguishes one individual from another. Character develops as a result of fundamental growth influenced by instruction. Nashir (2013) argues that personality and character are interrelated, and that character formation and personality formation come from the Latin *persona*, which means mask or disguise, especially a face covering often worn by stage actors to characterize a person's behavior, personality, or character.

3. METHODS

This research method uses a qualitative method, Qualitative research is research that emphasizes exploring the depth of data rather than the breadth of data. (Kriyantono, 2020: 51), research that aims to describe data with descriptive and explanatory words. This research is directed at the original conditions, meaning that there is no engineering of the data or the data is left according to the original in the field. (Arief & Maman, 2019).

4. RESULTS AND DISCUSSION

Research results

Based on the results of data collection taken from interview activities, observations, and documentation related to the research object, namely the leadership management of the school principal in building student character as follows:

Table 1. The findings of the Principal's Leadership Management in Building Student Character at State Elementary School 27 Palembang.

| No | Research Focus | Research Subfocus | Findings in the field | Documentation |
|----|---------------------------------|---|---|-----------------|
| 1 | Principal Leadership Management | Planning | 1. Extracurricular Activities 2. Motivation 3. Imtaq Activities | Activity Photos |
| | | Organizing | Regular meeting | Activity Photos |
| | | Implementation | Learning based on strengthening students' character education | Activity Photos |
| | | Supervision and evaluation | The principal and the student character building team carry out routine supervision | Activity Photos |
| | | Supporting Factors in Building Character | 1. Extracurricular Activities 2. Loyalty of school heads and teachers 3. Support from parents 4. School facilities | Activity Photos |
| | | Obstacles in Implementing the Character Program | 1.Lack of time to implement the program 2.Limited human resources 3.environment | Activity Photos |

Principal management planning in building student character education.

Character education is absolutely needed in schools. As stated in the Republic of Indonesia Law Number 20 of 2003 that National Education is education based on Pancasila and the 1945 Constitution which is 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 character. SD Negeri 27 Palembang has a vision and mission that are already directed towards character development. The following is the vision and mission of SDN 27 Palembang.

Based on the results of data collection through interviews with the principal, deputy principal, teachers and students at SDN 27 Palembang, it can be explained that the implementation of the principal's management in building student character is carried out

through several stages, namely: (1) planning; (2) organizing; (3) implementation; (4) evaluation; and (5) control and solution.

In order for the implementation of the principal's management in building the character of students at SDN 27 Palembang to run optimally, careful planning and in accordance with the stages and procedures that have been set are very necessary. The initial stage of planning or special initiative of the principal in building the character of students at SDN 27 Palembang

The implementation of the vision and mission in building student character education is very important, considering that all activities to build character education are of course preceded by good planning, so that character education implementation activities run well in accordance with the vision and mission that have been planned and prepared jointly. The school principal prepares a program of activities to be implemented for the next year.

Organizing the management of the principal in building character education for students.

Organization in the management of student character education, namely the character and competencies expected to be possessed by students based on Pancasila values. Organization in this context also refers to the process of dividing roles and responsibilities to parties involved in the implementation of forming student character at SD Negeri 27 Palembang, adjusted to the capacity of existing human resources. This process includes determining personnel and allocating tasks, as well as describing roles and responsibilities in the implementation.



Picture 1. Teacher Organization at SDN 27 Palembang

Based on the results of data collection through interviews with the principal, deputy principal, and teachers at SD Negeri 27 Palembang, it can be explained that the organization in building character is carried out through several stages, namely: (1) implementation of education; (2) division of tasks and responsibilities; (3) coordination and communication.

Implementation of principal management in building character education for students.

Based on the results of data collection carried out by researchers through interviews, observation and documentation, it was stated that the implementation of student character education at SD Negeri 27 Paembang was carried out by integrating it into the teaching and learning process and school rules and regulations.

The principal of SD Negeri 27 Palembang is a role model for students (Results of leadership observations of the Principal of SD Negeri 27 Palembang). According to Sriwiujeng (2017), school heads must be able to act professionally and deftly in making decisions, besides that, school heads must also be open, students and teachers will not hesitate to interact and provide input for mutual progress.

When the principal of State Elementary School 27 Palembang saw the behavior of a student that was not good, the principal reprimanded the student and then gave advice so that the student would know that the actions he had taken were not good. so that it becomes a habit for students to build positive behavior or actions, likewise, if students do bad behavior or actions, they will be given a warning or punishment. Warning/advice and motivation, warnings are given to build students' character.

Based on the observations and observations of researchers at SD Negeri 27 Palembang which are clean, tidy and also the provision of adequate facilities makes students feel comfortable and feel the benefits of cleanliness and maintaining the facilities in the school. Adequate facilities and infrastructure at SD Negeri 27 Palembang are one of the supporting factors in efforts to build student character.

Extracurricular activities are activities carried out outside of class and outside of class hours. Extracurricular activities can be a place for students to develop their interests and talents, as well as to develop character at SD Negeri 27 Palembang such as Scouts, dance, futsal, Paskbira and karate. SD Negeri 27 Palembang has several habituation activities which later become school culture. Habituation here means that students are accustomed to doing things in an orderly, good and regular manner, namely that students are required to participate in activities and obey the rules with daily routine habits.

Monitoring and evaluation of the principal's leadership management in building character education for students at SD Negeri 27 Palembang

Monitoring is supervision of the implementation of character education in SD Negeri 27 Palembang carried out through internal and external supervision. Internal supervision

involves the principal and teachers who routinely observe and evaluate the learning process in class, discussions and joint reflections to identify controls and find solutions for improvement. External supervision is carried out by school supervisors from the Education Office through periodic visits to monitor and provide guidance, and involve parents and the community in providing input and suggestions for the implementation of character education.

As a follow-up to the evaluation, the school principal held periodic meetings with the student character building team to discuss the evaluation findings and determine steps for improvement. Apart from that, good feedback from teachers, students and parents is also collected as material for improving teaching strategies and curriculum implementation in the future.

Discussion

Based on the research results, how is the management of the principal's leadership in SD Negeri 27 Palembang in building the character of students, To analyze the data there are several stages that need to be done, namely classification, filtering and then concluding the data received. Therefore, the author analyzes these three things according to the method used, namely qualitative descriptive analysis.

Wahjosumidjo (2019) defines school principal leadership as the ability to mobilize existing resources in the school so that they can be utilized maximally to achieve set goals. In the formation of student character, this means that the school principal must be able to integrate character values into all aspects of school management. The results of the study at State Elementary School 27 Palembang showed that the principal's support in coordinating with teachers contributed to the success of the implementation of the principal's leadership management in shaping the character of students. However, challenges in adapting learning methods are still obstacles that need further attention.

Although the implementation of character education for students at SD Negeri 27 Palembang has gone well, there are several obstacles faced, both internal and external, including teacher readiness, limited resources, parental support, and evaluation. Based on data from the Ministry of Education and Culture (2022), only 43% of elementary schools have structured and sustainable character education programs. Of that number, only 27% reported satisfactory results. Principal leadership management includes strategic dimensions of planning, organizing, directing, and controlling in the context of educational leadership (MuIyasa, 2021).

The next obstacle is the availability of resources and supporting facilities. Several teachers expressed that schools still experience limitations in terms of facilities and infrastructure, this is reinforced by Hidayati's research (2019) showing that school principals are often hampered by limited resources, both financial and facilities and infrastructure that support character building programs. Budget limitations make character education programs not run optimally.

In terms of monitoring and evaluation, the school has prepared clearer and more structured success indicators, both in terms of academic aspects and student character. SD Negeri 27 Paembang has taken steps to overcome obstacles in the implementation of character education. Improving teacher competency is the main focus through intensive training, the formation of Teacher Learning Communities (KBG), and mentoring from experienced teachers who create a conducive learning environment. Strengthening school resources and facilities is carried out by seeking additional funding, developing digital teaching modules, and simplifying administration through technology, so that teachers can focus on student character education.

Parent and community support is enhanced through routine socialization and utilization of social media, which provides an understanding of the values of character education and the active role of parents. By implementing these solutions holistically, SD Negeri 27 Palembang is expected to be able to overcome the obstacles faced and implement the principal's management in building the character of students optimally, thus producing graduates who have noble character and can become a generation that advances the nation.

5. CONCLUSION

Based on the results of activities carried out by researchers at SD Negeri 27 Paembang regarding the leadership of the school principal in building the character of students, the following conclusions can be drawn:

The leadership management of the Principal of SD Negeri 27 Palembang in building the character of students begins with thorough planning through examples from the principal and teachers, forming a special team, and preparing short-term, medium-term and long-term plans. The organization runs efficiently by providing flexibility to teachers in choosing learning methods that shape the character of students, as well as a clear division of tasks between educators and school staff. The implementation shows positive results, in intracurricular, co-curricular, extracurricular and positive culture learning. Monitoring is carried out periodically through formative and summative evaluations, supervision of the principal, and monitoring by

the school supervisor. The evaluation aims to determine the leadership management of the principal at SD Negeri 27 Palembang to achieve educational goals, especially in shaping the character of students.

The obstacles in forming students' character are teacher readiness, availability of resources, parental involvement in supporting school programs and evaluation instruments.

The solutions implemented include improving teacher training; providing supporting resources in the form of adequate facilities and infrastructure; improving coordination between teachers, students, and parents to create a conducive learning environment; and developing comprehensive and valid assessment instruments to measure the development of student character.

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