The Leadership School Principal in the Implementation of Local Character Education

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ABSTRACT: The purpose of this study is to describe the leadership of school principals in the implementation of local character education in Harapan Bangsa Kindergarten. This research uses a qualitative method. Data collection in this study uses depth interviews and observations. Data validation in this study was carried out by triangulation of sources and techniques, confirmability and dependability. Meanwhile, data analysis uses an interactive model from mile and Huberman (2014) which consists of data collection, data condensation, data presentation and data conclusion. The results of this research are the leadership of school principals in the implementation of local character education in the aspects of vision, mission, motto, leadership style with a collegitability approach, then building a joint commitment, consensus deliberation by involving all school residents, and an approach through communication, kinship and good coordination.

KEYWORDS: leadership, school principal, local character

I. INTRODUCTION

Various orders of human life can be changed by the development of the changing times. In this modern era, all human activities cannot be separated from technology. Advances in the field of increasingly sophisticated technology have negative effects, and no exception also have negative effects on all aspects of human life. There are many benefits of these technological advancements that help humans in every aspect of their lives and help the advancement of human civilization. For example, this rapid development of technology has allowed many people to work in some types of jobs that previously relied on one's physical abilities. With this rapid development of technology, many people can now work with automated machines.

The era of the industrial revolution 4.0 brings disruptive technological advancements that blur digital, biological, and physical boundaries in all fields and change the way people live and work. To face the challenges in the era of the Industrial revolution 4.0, human resource development is very important. This is the reason why Indonesia's current and future human resources must have a quality character. Facing this challenge, Indonesia is required to produce the best quality human resources. This process is carried out by determining the best quality of education ranging from early childhood education (PAUD) to higher education (Suriansyah, A., Hadi, S., & Putera, A. P., 2020). The era of Revolution 4.0 demands readiness to adapt to changes and the use of digital technology (Yacub, R., Sophan, I., Herlina, H., Mulyeni, S., Susilawati, E., & Anwar, A., 2023). Changes in mindset, communication, and behavior are other changes that are felt as a result of the advancement of this era and technology (Cook et al., 2016). Because of these changes, everyone has greater freedom in building their own identity and ethics.

In addition, dilemmatic facts emerge over time, causing everyone to lose a critical understanding of themselves (Lovvorn & Chen, 2011). Eliminating the critical understanding of the human being in question leads to moral deterioration, also known as moral degradation, as well as a decrease in the value of life such as decreased tolerance, difficulty distinguishing between good and bad behavior, loss of empathy and empathy for others, and loss of manners. This is due to the fact that everyone is not physically or mentally prepared to adapt to evolution, so this kind of behavior can lead to a deterioration of the value system, which in turn can lead to moral conflict. Casika, A., Lidia, A., & Asbari, M. (2023) The moral decline of the current young generation is caused by the development of globalization currents that continue to grow rapidly. Ningsih, R., Hardiyansyah, M. R., Nugraha, M. A., Nurasiah, N., & Azis, A. (2023) Moral crises occur as a result of weak faith, lack of knowledge about the meaning and importance of faith itself, and poor environmental conditions can affect moral damage. Huda, S. (2021) Themoral deterioration that has occurred has been very worrying. Corruption, fraud, oppression, mutual harassment, and mutual harm have closed honesty, truth, justice, help, and compassion. The deviant actions of ethics shown by a small percentage of the younger generation are unfortunate and have tarnished the reputation of educational institutions.

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Currently, Indonesia's education problems are very diverse and difficult to handle. Everyone knows that character education is underused in schools. This is shown by the environmental conditions and the abundance of news in the media, especially print media and social media, about the real situation in Indonesia, especially about education issues, such as bullying and drug abuse. Aswat, H., Onde, M. K. L. O., & Ayda, B. (2022) found problems related to bullying attitudes carried out by students to other students, a group of students in other groups that occurred in the school environment. It also shows that there are moral problems and deteriorating values of life. So that a good education system is very much needed at this time. According to Danim (2006) education is the process of forming a person so that they can treat others humanely. This is because human quality is measured through the process of human formation, which is called education. In addition, education is also referred to as the process of inventing human resources. The term encompasses beyond the primary purpose of education as a method of imparting knowledge to individuals.

The development of a nation begins with the development of everyone's character because the main success factor in the glory of a nation is the quality of the human beings in it. However, according to Muchlas, Hariyanto, S. (2012) a person's quality is determined by the traits that a person has to become a dignified human being. Wibowo (2013) The purpose of education is to form character in individuals so that the identity or character inherent in each individual can be realized. This character will be displayed through the attitudes and actions that each individual has.

It can be concluded that everyone must be given character education during the educational process. In addition, to solve the problem, the perspective of education must be changed. This requires fundamental improvements and transformations that the government needs to work with schools and home environments to implement character education in accordance with what has been set. Each school has the right to develop their own character education. To achieve success in implementing character education, all components of the school, both principals, parents, students, and educators, must cooperate with each other.

Bafadal, I. (2016) School leadership is often described as a key component of a good school, an effective school and a superior school. Komariah, Aan & Kurniady (2022) Leadership as an educational process is the awareness of leaders to guide, direct, guide, motivate, and empower subordinates so that leadership can be created in the person they lead. Creating leadership in the person who is led means that mature attitudes and behaviors arise from every follower who has a vision, determines direction, makes decisions, takes the initiative to do innovative and creative work, and is able to take risks. Leadership is the activity of directing, influencing others (influencing), and motivating the person to work (motivating) and showing their best performance. Leadership, as education, is a deliberate and conscious effort by the leader and the led to deal with a situation, namely the improvement and improvement of organizational performance. The conscious efforts of both parties are directed to the realization of organizational performance through the implementation of visions, missions, strategies, and activities, through the maturation of the people in it.

A good leadership strategy must consider various factors such as organizational culture, team members' strengths and weaknesses, and market dynamics or the external environment (Saputra, 2024). As a characteristic of leaders in influencing their followers, leaders have an important role in producing quality and competitive employees. The character possessed by a leader in carrying out his role is called leadership style (Oktavianti et al., 2024). Then, Leadership style is the behavioral patterns that a leader applies in working with other people as perceived by people (Rahman, et al., 2024).

Principal leadership is a very important factor, and is one of the parts that determine the success in achieving the objective of an organisation or educational institution. Principal leadership is the main determinant of the school dynamic process (Pastina et al., 2024). Leadership scholars emphasize the importance of competencies, which are learned and developed through an iterative process based on professional roles and life experiences (B. Reyes, 2024). Then Leadership 5.0. This model emphasizes adaptability, technology integration, and human-centric strategies, aligning closely with the needs for sustainable development and innovation in academic institutions. Leadership 5.0 facilitates a shift from traditional leadership methods by promoting crossdisciplinary collaboration and a holistic approach to change management, enhancing teaching, research, and community engagement outcomes. Significant research supports the integration of Leadership 5.0 within higher education (M. Reyes, 2024).

The leadership role of school principals in educational institutions is the key to success in the school system. The principal is not just a position or position, but a job full of responsibility, commitment, honesty, fairness, and having a firm vision, as well as consequential to the things that he has set to carry out the learning process (Kadarsih, I., Marsidin, S., Sabandi, A., & Febriani, E. A., 2020; Santika, I. G. N. (2017). Herayati, H. (2023) school principals occupy a key position in the school system. Through the principal, several explorations of education administration in schools are explored and exposed as innovations in school management. The principal is also called principal, educational leader, head teacher, teacher leader.

Harefa, D., Kumpangpune, N., & Tumbelaka, R. E. (2021) Schoolleaders in leading an institution are important factors as a determinant of the success of the implementation of character education in schools. The role of school leaders is in accordance with the role of the principal, namely motivating, coordinating, encouraging, and influencing all parts of the school in strengthening character education. In addition, a principal must understand the school's circumstances and resources. Thus, they can create new plans and ideas to support the success of the activity program.

The principal is an important aspect that must exist in the school, the running of the school organization needs to be fostered by a leader, namely the principal, leadership is part of management (Marianti, Razak Umar, & Ruwiah A. Buhungo, 2019). The role of the Principal in strengthening character education (Character Education) plays an important and crucial role because it is a policy

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determinant and direction in the implementation of character education in schools. As an implementation of the presidential regulation policy on strengthening character education in various agencies and comprehensively in the life of the nation and state, as educators and school leaders, they are obliged to participate in realizing the nation's children with character (Wijaya, H., 2018). The results of the study found that school principals play a role in fostering the character of students (Anjarrini, K., & Rindaningsih, I., 2022; Kartini, D., & Yuhana, Y, 2019; Mushthofa, A., Khizbullah, M. A., & Ramadhani, R. A., 2022; Rahayu, D. W, 2016; Riki, R., Rusdinal, R., & Gistituati, N., 2021; Trihantoyo, S, 2015; Wati, D. P., Wahyuni, N., Fatayan, A., & Bachrudin, A. A, 2022; Widodo, H., 2018; Zahro, A. M. R., Sobri, A. Y., & Nurabadi, A, 2018).

Based on the description mentioned above, it can be concluded that in order to achieve local character education, the leadership role of the school principal is needed. The purpose of this article is to describe the leadership of school principals in the implementation of local character education.

II. METHOD

The purpose of this study is to describe the leadership of school principals in the application of local character in Harapan Bangsa Kindergarten. This research uses a qualitative method. In qualitative research, researchers in the implementation of research act as key instruments. The key informants in this study are school principals and teachers. The selection of the school is based on the idea that the school integrates local characters. Data collection in this study was carried out using in-depth interviews, observations and documentation. To test the validity of the data in this study, triangulation techniques and source triangulation were used. Confirmability, namely the researcher confirms the data obtained on the source of information (key informant) to ensure the correctness of the data and the reliability of the data that has been obtained through various sources. Dependability, namely the researcher conducts a data reliability test by testing the interdependence between the data obtained in accordance with the focus of the research. Meanwhile, the data analysis technique used in this study is an interactive technique from Mile Huberman (2014) which consists of data collection, data condensation, data display and conclusion drawn.

III. RESULT AND DISCUSSION

Based on the results of the interview with the principal, it was obtained that the school must have a vision and mission to be more advanced than other schools, school residents must have a commitment and agree to work towards excellence with targets every year such as champions at the sub-district, district and provincial levels. In addition, the example of the principal by showing early attendance at school. School work program activities are carried out through group discussions to analyze the strengths and weaknesses of schools based on the school's vision and mission. Creating school attraction with activities that are characteristic of the local community such as religious activities, routine dhuha prayers, and building a comfortable, attractive and safe school environment. The principal prepares teachers to have high professionalism. School principals must have innovation in various activities in schools, both academic and non-academic. The most important thing besides the vision and mission is the school's motto which encourages everyone to work with enthusiasm and in accordance with what the school and the community want and instill local character values (waja to kaputing such as hard work, discipline and independence).

The description of the results of the interviews with the teachers stated that the principal does not talk much but works, understands his subordinates, especially the strengths and weaknesses of teachers, motivates teachers in developing themselves and helps in finding solutions when there are problems, especially in learning activities. Preparing for the professional development of each teacher. The principal provides a high autonomy space for teachers to be creative and innovate in carrying out activities, both learning activities and extracurricular activities with the aim of achieving the vision of school excellence. The principal applies the concept of communication, kinship and good coordination between teachers, other principals and parents in overcoming problems, making it easier to exchange information. The principal guides continuously, acts a lot in providing examples in doing technical things and shows certain behaviors to everyone so that the principal acts as an example and role model. The leadership of the principal provides a wide space and provides direction for the improvement of the school with the creativity of each teacher. Then the formation of character starts from each person, for example, the culture of greeting to everyone.

The results of the conclusions of the research findings are (1) vision and mission, which is part of a mutual agreement, the school describes the vision and mission and excellence in detail and clearly, the principal has a motto based on local wisdom (waja to kaputing such as hard work, discipline and independence) and describes a high commitment to duties and responsibilities; (2) The principal has a leadership style by being a model and role model for all school residents, motivating all school residents to be responsible in working, providing ideas or solutions to problems, innovating in carrying out various school work program activities, providing opportunities for all teachers to innovate and giving awards for achieving targets; and (3) data-based decisionmaking and analysis, consensus deliberation and involving all school residents through an informal approach with good communication, familial and coordination.

Based on the description of the findings above, it can be concluded that from the aspect of vision and mission are part of the collective agreement. In line with the results of the research, Banun, S., & Usman, N. (2016) implemented the program according to mutual agreement. Mudatsir, M. (2021) the principal implements the vision and mission in improving the quality of graduates in

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the idealized aspect of very high influence in the aspect of formulating the school's vision and mission with a mutual agreement involving all school stakeholders and evaluating the strengths and weaknesses of the Institution. Rolan, R. (2020) development activities are carried out based on a joint agreement. Vusvitha, V., Diamond, Z., & Warna, D. (2020) decisions taken based on mutual consent. Muslimah, I. R. (2021) organizational culture must play an important role in achieving the vision, mission, and goals that have been mutually agreed. Fathorrozi, F., & Muhith, A. (2021) the vision and mission of the school must be with mutual agreement.

Furthermore, the vision and mission must describe excellence in detail and clearly. In accordance with the study findings Patmawati, I., Ma'arif, M. N., Toyibah, E. H., & Rasmanah, C. (2023) vision and mission must be clearly arranged. Puteri, D. D. Y. (2020) A clear vision and mission are formulated to be able to shape the culture of school residents. When viewed from the aspect of the motto, namely based on local wisdom, which is in accordance with the results of the study Mislikhah, S. (2020) by exploring the character values contained in local culture, it is hoped that students will have good character. This means that the character values instilled in students are beneficial for them in the future or in the future. Muhammad, F., & Yosefin, Y. (2021) The role of local wisdom in the formation of character education is very necessary. Local wisdom that prevails in society makes each individual will be limited and regulated by local wisdom so that they become accustomed to it and form their own character. Humaira, N., & Azan, K. (2023) through the integration of character values through local wisdom activities, character education management has run well through the management process in the form of planning, organizing, directing, and evaluating.

Sarbaini (2020) stated that with the target values that are the target of character education from waja to kaputing (wasaka), one of them is hard work, namely attitudes and behaviors that show serious efforts in overcoming various obstacles to learning and assignments, and completing tasks as well as possible to the optimal limit, if able to reach the maximum limit of the predetermined targets, both time and quality of work, discipline, namely attitudes and actions that show obedience/obedience to various provisions and regulations, independence, namely attitudes and behaviors that are not easy depending on others in completing tasks. This means that the leadership of the principal has implemented the integration of local character in accordance with the school's mission and motto, namely hard work, discipline and independence.

The principal must have a high work commitment. Muhtarom, A. (2017) stated that work commitment has several characteristics that can be classified into three factors, namely; (1) a definite desire and full acceptance of the values and objectives of the organization; (2) a desire to do our best for the benefit of the organization; (3) a strong drive and desire to exceed passive loyalty, but contains an active relationship with the organization because the individual has a desire to give something of himself to support the welfare of the organization.

Then from the leadership style, the results of the study by Karwanto, K. (2022) stated that the transformational leadership of school principals has an essential role in the implementation of character education for students in schools. The success factor of the principal's transformational leadership in the implementation of character education for students is determined by the work motivation of educators in the implementation of character education in schools and the role of the principal in making strategies and innovations in realizing character education in schools.

Suriansyah, A. (2023) stated that the importance of the role of school principals with a collectivity and legality approach. Susanta Nugraha, H., & Farida, N. (2016) The importance of collectivity and colegality. Ginting, R., & Haryati, T. (2012) concluded that education as an organization also needs compact cooperation, togetherness and commitment. With cooperation and support from several parties, leadership and management can play strategic roles. Lubis & Indra (2019) commitment is placed as an important variable because there is a belief that increased commitment will increase organizational effectiveness. To achieve better performance of the organization, organizational commitment is one of the strong determinants of success.

Judging from the decision taking, the findings of Ayub, U. M., & Syukri, M. (2014) stated that the importance of school principal leadership in decision-making in the implementation of data-based management. The need for consensus deliberation and involving all school residents is in accordance with the results of a study by Sakinah, R. N., & Dewi, D. A. (2021) which states that the importance of Pancasila in character education for school residents in living the life of the nation and state through deliberation to reach consensus. Fadhilah, N., & Adela, D. (2020) The importance of strengthening the value of Pancasila, especially character in students in today's digital era. In addition, an informal approach with good communication, kinship and coordination is the most important part of decision-making, in line with Wijaya, A. R., & Hamid, D. (2015) In the relationship between communication and performance, as explained above, communication can improve performance. This is because, with good communication, there are several things that are the drivers, namely: coordination in carrying out tasks becomes better, management functions become better, increased employee enthusiasm will increase energy in completing tasks appropriately, quickly or effectively and lightly. Work morale also greatly affects performance. This is because increased employee morale can make a positive contribution to the performance of the employees themselves, making the performance process in employees improve both at work. It can be concluded that the leadership of the principal is to describe the vision and mission of excellence in detail and clearly and is part of the Joint Agreement, has a motto based on local wisdom and describes a high commitment to duties and responsibilities. From the aspect of leadership style, namely being a model and role model for everyone, motivating everyone to be responsible in work, providing ideas

or solutions to problems, innovating in carrying out various school work program activities, giving all teachers to innovate and give awards for achieving targets and taking an informal approach with good communication, kinship and coordination.

The progress of student character development is the success and important role of the principal in developing the character of the principal to be at the forefront of its implementation and the success of the development of character values is seen from the style and way the principal develops it (Hanafiah, H., Berliana, B., & Margono, M., 2023; Riki, R., Rusdinal, R., & Gistituati, N., 2021). Faturohman, N. (2021) stated that the transformational leadership style can be reviewed from the principal applying the idealized dimension of influence, shown from the integrity of managing the vision and mission, exemplary in carrying out duties and the ability to solve problems; The principal applies inspirational motivation shown by the ability to provide role models and motivation to teachers, teachers and employees in the school; the principal applies intellectual stimulation seen from the ability to provide concrete actions that trigger the emergence of new ideas or ideas in solving problems through the empowerment of teachers and employees and the principal applies individualized consideration It is shown from humble, friendly behavior, mutual trust, mutual respect and warm relationships between leaders and teachers and employees and paying attention to the needs of subordinates to develop their careers.

The leadership style applied by the principal must be appropriate to ensure that the character education is successfully implemented in the school. Transformational leadership is one of the leadership styles that can be chosen because it conveys clear goals, visions, and objectives to master the situation. This leadership style boosts team morale and motivates teachers to move forward. This leadership style also allows a principal to use more innovative, creative, and effective problem-solving methods. The principal can make the school's vision and mission that contains character education values that will be determined into policies. They can also influence and encourage teachers through emotional and moral approaches to create harmonious relationships and a good working atmosphere to carry out character education.

Viewed from the aspect of leadership, a leader (school principal) must have a leadership philosophy that is religious-based, in accordance with the strong beliefs embraced by the local community. In addition to philosophy, a school principal must also have a vision and mission based on mutual agreement and build a joint commitment to realize the vision and mission. The vision and mission taken clearly describe the advantages that are desired together. As well as having a motto based on local wisdom that describes a high commitment to duties and responsibilities such as haram to kaputing, advanced, independent and religious. The motto is socialized and implemented in every movement and activity of the leadership, so that it becomes an example for everyone. The principal always uses to provide inspiration and ideas to all teachers in various activities, be an example in carrying out their duties, motivate teachers with various strategies so that teachers are encouraged to carry out their duties with full responsibility.

CONCLUSIONS

The leadership of the principal in the implementation of local character education in the aspects of vision, mission, motto, leadership style with a collegitability and collectivity approach, then building a commitment to togetherness, as well as data-based taking and analysis, with consensus deliberation, involving all school residents, and an informal approach with good communication, kinship and coordination. The suggestion from this study is for education leaders, namely school principals, can consider the leadership style used in fostering local character education because school principals are the main factor in the success of character education in schools.

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