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## THE PROCESS OF STUDENTS' CHARACTER BUILDING THROUGH TEACHERS' SPIRITUAL LEADERSHIP

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### Abstract

The purpose of this study is to describe the process of learners' characters building through teachers' spiritual leadership. This research was conducted in the State Primary School of Kauman 1 Malang. In relation to the purpose of this study the writer focus on the building of the students' character since childhood. It is in line with the team of Directorate Primary Education, 2012 stated that the national education character has a strategic role performed by the government through the schools, communities, and families in order to build character and noble civilization dignified nation based on the framework of national life comprehensive of Pancasila and UUD 1945. The writer believe that the appropriate time to teach the children moral and religion values is in the Elementary school periods. It is very important to make people not only smart but also have a good character, in order to make them have a strong foundation to face all the problems in their life. The process of character building is done by the teacher through the spiritual leadership. This study is a phenomenological qualitative approach with case study aimed to investigate and describe the detail process of students' character building through the teachers' spiritual leadership. Moreover, in order to find out the accurate data, the writer conducted observation, documentation, and interview with the elementary school teachers. The results of this study show that the schools implemented various policies which became the culture in the school; it starts during the school program till the students' daily activities that should be done by all the students regularly. All activities are led by teachers as the instructional leaders with their own spiritual background. In addition, supports from the students' parents were used as one of the key success in the process of building the students' character.

**Keywords:** students' character building, spiritual leadership, teacher

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### Introduction

There are many ways needed to improve the character of the moral life, it starts from the beginning the fundamental changes in the national curriculum until the internalization of character education in every subject in the school. The government began to intensify character education as one of the policy of national education, considering the character education is something that cannot be separated from the goals of national education in Indonesia. Character education need to established and started from an early age. Early childhood is a crucial period for the establishment of a person's character. Failure planting character from an early age will form his mature personal problem.

Besides, instill moral to the younger generation is a strategic effort in the formation of character.

Building moral through education as early as possible is one of the important things for

children. Character is not something innate that cannot be changed again as a fingerprint. It is a fact that cannot be denied, that the personality and character of the children of this nation awakened generation of the family pattern as the first educational placement that gives the values of personalities such as discipline, cooperation, kindness, honesty, solidarity, empathy, and other positive character. In the classroom, the character building is supposed to do. Furthermore, it also had to be instilled through the activities such the implementation of habituation, spontaneous, unplanned, and giving good example.

Teachers as education component are expected to have a fundamental understanding of the true nature of learners. Moreover, to cultivate the talents and interests of learners the teachers should provide the direction lovingly in healthy social relationships. Likewise, teachers should understand that the learners have motivation, needs and basic needs, whether derived from heredity (genetics) and non-descendant factors,

such as intelligence, aptitude, interest, art and so on. On the other hand, the students also require the interaction with the environment, the award of the community as a reflection of the needs of education, social status, engaging with the community and so on.

Teachers not only appear as a teacher, but also as a coach, mentor, learning manager, friend, even obligatory as an educator and leader who exemplified for learners (Sari, 2007).

Abdussalam (2011:159) stated that teachers are required to have personal competence, social competence, professional competence, and pedagogical competence. Personal competencies include faithful/devoted and focused on the road piety. Teachers as educators in the act, think, act and behave in everyday should always measure themselves with personal competence. Social competence related to good attitude and Islamic civilized was in good relationship with human and environment. Professional competence is related to the science to be taught and continue to improve and follow the development of technology that supported the process of learning outcomes and education for their students and themselves. Then, the good teachers should also have a good ability in analyzing the material for teaching and conducting research. Teachers' pedagogical competence is constantly improving the quality and knowledge about how to educate students or to increase the aspects related to the development and growth of learners and their implications on children's education.

Effective leadership is a multi-disciplinary, it involving not only the discipline of sociology, psychology and technology, but also spirituality. The new approach is effective because of the different ways offered to gain a deeper spiritual insight of themselves as a leader, but also around it to others with whom to interact leaders, and others who are affected by the results of their leadership. It also in line with Burke (2006) who stated that Effective leadership is multi-disciplinary, involving not only those disciplines of sociology, psychology and technology, but that of spirituality as well. This new approach is effective because of the different ways it offers of gaining deeper insights into a leader's own spiritual self, but also beyond this to others with whom the leader interacts, and others who are affected by the results of their leadership. The purpose of spiritual leadership is to touch the fundamental needs of leaders and followers for spiritual survival through calling and membership. So, it can create the vision and values congruence across individuals, empowering the team, and organizational level, and ultimately to lead the higher levels of

organizational commitment and productivity (Fry et al, 2005).

Leadership involves feelings and behavior which is irrational and rational behavior of followers. Leadership as a process of influencing a group organized to achieve the goals of the group (Hughes, et al, 2012).

## **2. Method**

This study focuses on the process of character building of learners through the spiritual leadership of the teachers, which includes the internalization of character education in learning, teachers role as a models, and the application the values of spiritual leadership of the teacher, so the teacher as an educational component is expected to have a fundamental understanding of the true nature of learners.

This study used a phenomenological qualitative approach with case study. Interviews, observation, and documentation conducted by the researcher to obtain the accurate research data. Interview guides used only contains the outlines of the problems that will be asked (Mantja, 2007). Researchers noted only a few topics that will be questioned to the informant related to the focus of this research. Interview used in this study were in-depth interviews, intensive interview, and unstructured interviews. The characteristic of unstructured interviews according to Ulfatin (2013) is (a) open ended questions, (b) the questions is very flexible, (c) the informal form of conversation, and (d) the situation informal.

The focus of this research can be observed to the integrity of the data collection which is done repeatedly. Data analysis was conducted through reviewing the data, organizing the data, dividing into units, synthesizing, looking for a pattern, finding the meaningful data, and systematically reported (Bogdan & Biklen, 1998).

## **3. Result**

The results of data collection through interviews, observation, and documentation obtained some findings about the internalization of character education in the learning, the expected target in the vision and mission of character education students poured in RPP is applied to the learning activities. Daily habituation programs and extracurricular activities/incidental (eg PHBN, PHBI) is also

used as a means for internalization of character education.

The process of character building of learners through the spiritual leadership is one of teachers as models who serve as good models for students. Teachers become the parents also for students have the important role in the process of learners' character building.

The Application value of spiritual leadership in the form of assignment of teachers conducted in groups. Each group consists of members ranging from lower to upper class. The assignment was given to the groups include: Friday clean, and the implementation of the Friday prayer together for boy learners, while for the girl they have "keputrian" class with activities carried out studies of young women around the world.

#### **4. Discussion**

Tobroni in Julianto (2011) stated that spiritual leadership style based on the values of the deity, leadership imitate God and be "pipe" channels of God's grace. Noble spiritual leadership can create an effective industry. Standard effectiveness is measured in three ways; organizational culture conducive, effective organizational processes, and innovations in the organization. Based on public elementary school, this school has a school culture with a strong moral content and spiritual. Positive values imparted to the students so that they understand the values and norms of goodness in society, as their knowledge for their future. All the learners' needs have to fulfill not only cognitive aspect and psychomotor aspect, but also affective aspect. Good character will surely make the learners to be a good personality. Good character as stated in the vision and mission of the school is set forth in the RPP and actualized in learning activities. Working in groups is a form of cooperation with others, presentation of the work is a form of courage and responsibility, which is the form of internalization of character education in learning. Bafadal (2003) in Julianto (2011) stated that the qualified schools/madrasah is the school/madrasah was able to carry out its mission in order to achieve the objectives of education. It is recognized by the principal that the rule used in the application of the characters on the learner is using Islamic rules because 90% of the students and teachers are Muslims. Still not close access to students of other faiths to remain in force and act in accordance with their respective belief. Services in addition to religious education

for non-Muslims were still given despite join other elementary schools.

Spiritual leadership in influencing the unrevealed teacher, who led the way to motivate in order to have a strong passion to subordinates, lightens the mood by creating a conducive atmosphere, organizations, steering the mission / purpose of the organization, and uplifting to improve the quality of human resources (Julianto, 2011). Various programs were made for planting character habituation to students, ranging from speech in the morning when students arrive at school conducted by principals and teachers who set according to the agreed daily picket, then the meeting in the morning filled with a variety of activities including a conversation in English and Java (Pacelathon), an also pray on Friday clean. The implementation of the habituation is different every day. Subsequent habituation after entering the classroom before class performed a prayer led by the teacher in charge of the office staff through the microphone that is connected directly to the classes. Followed by reading Juz Amma in each class, because each level has different a target of readings. In the first breaks of school activity around 9am, the learners are given the time to conducted the Duha prayer for 30 minutes. Furthermore, the school also has the habit to conducting midday prayer along with all the entire school community, including teachers and staff. The activities carried out regularly every day.

The school principal said that they wants to build the students believe that teachers are also their parents in the school, which will cause the closeness between teachers and learners, if they are closed each other automatically the teacher will be easier to guide the learners. The spiritual leadership of teachers appears from the way to affect others, the way to inspire, enlighten, awaken, enable and empower through a spiritual approach (Julianto, 2011).

#### **5. Conclusion**

From the results of the research and discussion, it can be concluded that in realizing the vision and mission of the institution need various ways that the internalization of character education in the learning according to the expected target. RPP used during the teaching and learning activities designed as such by inserting the targeted character, then to be realized in the teaching and learning activity. Daily habituation programs and extracurricular

activities also used as a means of internalization the character education.

Then, the process of characters' building of learners can be conducted through the spiritual leadership of the teacher as a role model who serve as good models for students. Teachers become the parents for students in the school also one of the process of characters' building of learners, because the closeness between teachers and learners will be easier in guiding the learners.

Finally, the application of the spiritual leadership values of teachers can be conducted in the form of assignments and activities in groups. Each group consists of members ranging from lower to upper class. The group assignment include in the teaching and learning in the classroom are: "on Friday clean", and the implementation of the Friday prayer and so on. In this group of activities is expected that the interaction between learners and teachers are also involved in it, so that the application of the leadership value can be achieved.

#### 6. Suggestion

Last but not least, the researcher also has some suggestion addressed to schools that the results of this study would be useful for the delivery of basic education, especially for the internalization of the character education learners. The planning of internalization of character education utilize in the realization in the teaching and learning activities.

The second suggestion is addressed to the Ministry of Education; that the results of this study should be used as the importance input of character education. The elementary school is the appropriate level to implement the character education on students as early as possible.

The last suggestion is addressed for further researcher, in order to use the result of this study as the inputs that can be utilized and developed in subsequent studies, related to the topic of

character education students through teacher of spiritual leadership.

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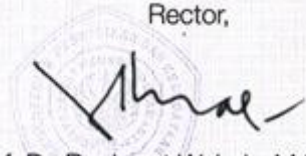
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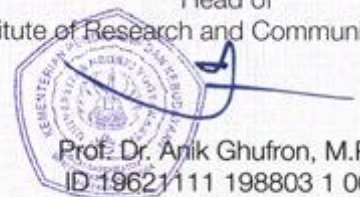
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