

# Various Forms Of Teacher Leadership As A Strategy In The Student's Character Building

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**Abstract:** This study examines the leadership of teachers in shaping the character of students in primary schools, the purpose of this study is to formulate on the successful establishment of the characters on the learners' with strategies of teachers leadership include (1) various forms of teacher leadership, (2) application the values of teacher leadership, and (3) the constraints and effort in the process of shaping the learners' character. This study used a qualitative approach with case studies of SD Plus Al Kauthar Malang. Key informants were teachers with snowball sampling including the principal, staff, parents of students and learners. Data was obtained through interviews, observation and documentation, then analyzed by three interrelated activities: (1) reducing the data, (2) display data, and (3) verification of the data in order to make conclusions. The result of this study are: (1) the different forms of teacher leadership include parenting, becoming a partner, and role model, (2) the application of the values of teacher leadership done by the habit which became the characteristic of the school culture, (3) the constraints and effort in the process of formation of character learners; obstacles encountered in the form of (a) the diversity of family upbringing, (b) environment, and (c) peers while efforts were made: (a) maximize the extracurricular activities in order to maximize the personality and potential learners, and (b) the establishment of *forum keluarga sakinah* (FKS), which includes parents of students in the development of school programs. The conclusion of this study is the strategy used by teachers in shaping the character of the students in the form of parenting in a way become a surrogate in school, be a friend and a good example for students. School culture as a means of character building students, while the problems in the school can be minimized with efforts to form a "*forum keluarga sakinah*", where parents of students took part in the development of school programs.

**Keywords:** leadership, teachers, educational character

## 1 INTRODUCTION

Many ways to do to improve the structure of the moral life of the nation begins to degenerate, ranging from fundamental changes in the national curriculum of this nation to the internalization of the character education in each subject in school. The government began to intensify the character education as one of the policy of national education, considering the character education is something that can not be separated from the goal of national education in this nation.

Character education is not enough to be implemented in schools and colleges, even need to be carried out also by the whole society on the entire line, good governance, social organizations, political parties, companies, non governmental organizations and other community groups (Gunawan, 2012: v). Educational institutions as an agent of change has a

very important role in instilling, transmit, pass on values, norms, and the prevailing culture.

Study in elementary school, is the most appropriate time to instill moral values and religion to children. Planting moral and religious values that are very important, so that people are not only smart but also immoral. The importance of moral and religious education from an early age for school children, in order to have a strong foundation to face all sorts of problems in their lives.

Schools as the spearhead of quality improvement and agent of change leading and most strategic, especially educators (principals and teachers) have a very important role and dominant, it is urgent to improve its quality, which of course must also inspired by the qualifications, professionalism, and ethics of educators with the hope of producing output and out comes a reliable and quality as well. *Tri*

*Pusat Pendidikan* was initiated by Ki Hajar Dewantara is affecting parenting in education.

Teachers as a cornerstone of the process of teaching and learning in the classroom is the nearest dealer of a learner, also exemplary and important figures of the most easily emulated by learners. Teachers help form the character of learners includes exemplary of how the behavior of teachers, how teachers speak or convey the material, how tolerant teachers and various other related matters (Amri, et al, 2011: 4).

Teachers not only appeared as a lecturers/teachers, but also as a coach, mentor, learning manager, friend, even obligatory as an educator and leader who exemplified for learners (Sari, 2007). At school the teachers are leaders and role models for their students, teachers do anything that would be a mirror for the learners. Therefore, a teacher should also have good leadership.

Good leadership is leadership that can lead the organization in accordance with the principles of modern management, at the same time willing to provide prosperity and happiness to subordinates and the general public (Riva, 2009: 7). Kartodirjo (1984) in Julianto (2011: 5) argues that the term of leader is a person who has the ability (power) and authority (authority) to direct and empower the potential of human community he leads, in order to reach the goals.

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

## 2 METHOD

This study used a qualitative approach with case studies. Researchers intend to identify and describe in detail about teacher leadership in shaping the character of students in SD Plus Al Kauthar Malang.

The presence of the researcher in qualitative research is closely related to the unique nature of the social reality of the world of human behavior itself. Its uniqueness comes from the nature of man as a creature of psychological, social, and cultural

linking meaning and interpretation of the act and behave, meaning and interpretation itself is influenced by the social and cultural environment. At the time of the initial observation to the study site, the researchers first asked a group of colleagues who come to know the existence and the existence of the research sites. Both of who and how the characteristics of the principal and the school so that researchers can determine the condition earlier and could determine with whom the first will be found to obtain preliminary data.

Guba and Lincoln (1981) in Moleong (2004), state that the researchers can maintain integrity, developing the knowledge base, process the information immediately (clarifying and summarizing), and can take advantage of the opportunity to investigate the response of special way. In this study, the researchers still maintain the integrity of background research to develop the basic theory, the data obtained in accordance with the original background, and examined the characteristic or the local culture of the research sites

Data obtained by in-depth interviews, observation, and documentation. The main informants were teachers, but to reinforce the data obtained, the researchers also conducted interviews of extracting data with principals, staff educators, parents of learners, and learners.

Data analysis was carried out through examining the data, organize, split into units, synthesize, looking for patterns, discover what is meaningful, and systematically reported (Bogdan & Biklen, 1998). Analysis of the data consist of three interrelated activities: (a) data reduction, (b) display the data, and (c) to verify to the data in order make conclusions.

The implementation process of data analysis can be repeated with different grooves, after data collection is then reduced, presented the data and conclusions affirmation or by flow data collection, data presentation and then the new reduced performed affirmation conclusion.

## 3 RESULT

This study found the following results: (1) the different forms of teacher leadership by

implementing the care pattern in accordance with the style of teacher leadership (being a parent surrogate in school, become friends, and be a good example for students), (2) the implementation of value the value of teachers conducted by habituation leadership that later became characteristic of the schools culture, (3) the constraints and effort in the process of forming the character of learners; obstacles encountered in the form of (a) the diversity of family upbringing, (b) environment, and (c) peers while efforts were made: (a) maximize the extracurricular activities in order to maximize the personality and potential of learners, and (b) the establishment of “*forum keluarga sakinah*” (FKS), which includes parents of students in the development of school programs.

## 4 DISCUSSION

### 4.1 Variety Forms of Moral Leadership Spiritual Teacher

A leader is a unique and not inherited automatically, but to become a leader must have certain characteristics that arise in different situations (Rivai, 2009:106). Everyone has different ways and styles to lead, so the teacher as a leader for learners. A teacher must understand the character of each students, so they can use the right strategies in teaching and learning.

Tafsir (2009: 85) in Gunawan (2012:215) explains that the lawyer integration character education in learning can be done in several ways, (1) the lawyer integration subject matter, (2) the integration process, (3) the integration of selecting teaching materials, and (4) integration in selecting instructional media.

Integrating the material made by integrating the concept of character education in the theory and the concept of subject areas being taught, for example about honesty, truth, discipline, responsibility and confidence, which is adapted to the material during the teaching learning.

The integration process is teachers need to instill good values as an example / a good example for their students. Integrating in selecting teaching materials is the selection of teaching materials should be tailored to the character education theme

already planned, so that students can take lessons from what they had experienced during the learning process.

While integration in selecting instructional media must be in line with what is already integrated from the beginning, starting from the materials, processes, the selection of teaching materials, and learning media, so that eventually the integration it will be a coherent in the whole process of character education to the learners.

In the process of integrating character education, which is the main agent in the school is a teacher, because the teacher who have daily interaction with the learners. The integration of character education in the learning process implemented from planning, implementation, and evaluation of learning in all subjects (Gunawan, 2012: 224). It is increasingly clear that the majority of the responsibility of the integration of character education is in the hands of teachers, because teachers stages covering all activities during the learning process.

In the framework of the process of integrating character education, teachers have a variety of ways, so that the process is effective and runs smoothly. Teachers as leaders for their students have different style or form of leadership. Forms of teacher leadership in SD Al Kauthar is seen by implementing appropriate parenting style teacher leadership. Parenting is seen as the way teachers interact and serve learners with: (1) become surrogate parents at the school, (2) become friends, and (3) being a good example for their students.

By applying different parenting, the teachers have been able to position themselves in serving learners. This means that teachers have their own style of leadership in manage learners. Parenting teacher with being a parent substitute teacher at school is a strategy in serving students. Teachers consider learners as a human being immature, or the children themselves need to be developed, condescend, to allow the students to take the initiative, giving students opportunity to develop the imagination and creativity of their own.

Teachers with parenting a friend to learners is a strategy the next teacher in serving students. This strategy provides an efficient guidance to students. There is coordination of work on all activities

involving students, with an emphasis on internal sense of responsibility to yourself and good cooperation. Power of parenting is not located on the teacher but lies in the active participation of each learner. Parenting is to appreciate the potential of each individual, willing to listen to the advice and give suggestions to learners.

While parenting to be a good example for their students have the power to inspire, firmly believes in the establishment itself, influence and appeal exudes immense because the teacher was able to set an example even an idol for learners.

## 4.2 Implementation of Teacher Leadership Values

The character building on the learner is not an easy thing for a lengthy process and the full seriousness of the teachers in its application. Application of leadership values carried by habituation which later became characteristic of the culture of the school.

Gunawan (2012: 19) describes the factors that influence the formation of character, morals, manners, and human ethics, namely: (1) internal (instinct, custom, will, the inner voice/conscience and offspring), and (2) external (environmental education). The explanation above shows that the character building of students most of all is their habituation, either in the form of rules, values, norms and prevailing culture.

Habituation in schools in the form of regular activity performed repeatedly, so it is easy to remember by learners. Habit is an act that is repeated so easy to do, then the man should force myself to repeat the good deeds so that it becomes a habit and formed character (characters) are nice to him (Gunawan, 2012: 20).

SD Plus Al-Kautsar has a unique culture that applied to the learners, that called as 7S. 7S are: (1) *salim*, (2) *salam*, (3) *sapa*, (4) *senyum*, (5) *sopan*, (6) *sehat*, and (7) *sabar*. A concept of planting manners powerful enough to be applied to the learners. These concepts are not necessarily directly applicable, but phased in at each level. Initial class (class 1) is only required to perform 2S beginning (*Salim* and *Salam*), grade 2 plus 2S next (*Sapa* and *Senyum*),

grade 3 plus *Santun* and *Sehat*, grade 4 plus S last namely *Sabar*, while for class 5 and 6 should be able to apply the 7S.

Starting the morning when they arrive at school, the teacher then reception by *Salim*, greetings, greetings with teachers and other learners, embarrassed to come in late and orderly conduct of all activities in the school habituation. The next habituation lined up before entering the classroom, to pray before the start of lessons, activities recitations, *Dhuha* praying, *Dzuhur* praying lunch together. On Friday activities they have Friday prayers. Male student accompanied by male teachers, while the female students from grade 3 to grade 6 classes "*keputrian*" filled by female teachers with the various material, ranging from exemplary, order, on time, cleanliness, and matters relating to the ins and outs of "*keputrian*" to prepare learners to enter a period of puberty.

## 4.3 Constraints and effort in Character Building Process of Students

In the process of character building in learners must face constraints in implementation. The obstacles include: (1) its diverse family upbringing, (2) environment, and (3) peers. Parenting is different between families with each other family was an obstacle in the process of transfer characters to the learners. The house is a school first and foremost for a child. Since childhood they have been taught values, norms, and customs prevailing in their families. Of course each family has different values, norms and customs. When interacting with the environment outside of the family, there must be a "friction" that occurred. There are families who have a child's upbringing made independently, is too protective of children, and even some that are too spoil the child. The effect applied when habituation schools must adjust to the different parenting. This is an obstacle to the process of the character building of the students in elementary Al Kautsar.

The second obstacle is the environment. The environment is something that encompasses a living body, such as herbs, state land, air, and association. Human life is always associated with other human beings or also with the natural surroundings which affect the mind, nature, and behavior (Gunawan, 2012: 22).

The environment is divided into two parts: (1) an environment that is immaterial, and (2) spirituality

environment. The neighborhood is immaterial that surrounds the factors that influence and determine human behavior. The natural environment can break or ripen the growth of talent that brought a person, while the social environment that is spiritual, either directly or indirectly to form one's personality to be good, and vice versa man who lived in the environment is less supportive in the formation of moral then at least he will be affected the neighborhood Gunawan (2012: 22). The environment is not much different with the family, because the environment is a non-formal educational institutions that could affect the character of a child. Environment like mold, if the environment is good then the result will be good and vice versa. Upbringing and environment play a major role how a person's character is formed.

A third constraint is peers. Someone who lives in an environment that is either directly or indirectly, can form a personality to be good, and vice versa man who lived in a less supportive environment in the formation of moral then at least he will be affected by the environment (Gunawan, 2012: 22). Peers are important factors for a child to find a figure for the development of his personality. If the peer is good then learners will be good also following the community / the environment.

While efforts were made in order to minimize the obstacles that exist are: (a) maximize the extracurricular activities in order to maximize the personality and potential learners, and (b) the establishment of a forum harmonious family (FKS), which includes parents of students in the development of school programs.

Extracurricular activities support by nature of character education in schools, of course, that activity should be supported by the guidelines for the implementation, development of human resource capacity in order to support the implementation of the existing character education towards the development of character (Gunawan, 2012: 196). Extracurricular activities tailored to the interests of learners in a way talent search interests and talents through a questionnaire, so that the potential and talents of learners will be more refined.

Character values developed through extracurricular activities include: (1) discipline, (2)

responsibility, (3) cooperation, (4) sportsmanship, (5) confidence, (6) manners, and (7) Creative. While the programs are extracurricular divided into six types: (1) national (scout and Paskibraka), (2) sports (futsal, karate, taekwondo, table tennis, and swimming), (3) the arts (music, choir, painting, marching band, bina vocals, pantomimes, and comics), (4) skills (agriculture, handicrafts recycling, robotics, carpentry, journalism, and English), (5) intellectualisation (math and science), and (6) *diniyah* (*Banjari*, calligraphy, propaganda, *Hifdzil Qur'an*, *tartil*, and *qiro'ah*).

Evaluation of the implementation of extracurricular activities held each end of the school year. Achievement of student competence in extracurricular activities reported by the builder in the form of the assessment format, and their value is included in the report cards of knowledge and skills.

The next effort was the establishment of harmonious family forum (FKS), which includes parents of students in the development of school programs. Educational success in school is very much dependent on the activities of learners in the house where the family of the educational institution first and foremost, because it determines the success of education in schools, and schools can work to create harmony between the characters which developed at school by habituation in the home and community (Gunawan, 2012: 196).

FKS is a organization partner of the school, the activities of independent synergy. FKS primary function is to help synergize patterns of parenting and school children with the family, which also can contribute to the improvement of the happiness and welfare of the family.

## 5 CONCLUSIONS

From the results of research and discussion can be concluded first, the strategy used by teachers in shaping the character of the students in the form of parenting in a way become a surrogate in school, be a friend and a good example for students.

Second, the school culture as a means of character building of students, while the third, problems in the school can be minimized with efforts to form a "*forum keluarga sakinah*", where

parents of students helped to synergize the patterns of parenting and school students with families.

The results of this study would be useful to provide education at the basic education level, especially for schools that still have not found the right formula for the creation of the characters on the learner.

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