

**Principal Leadership Strategy in Forming Student Character
in the Era of Disruption 5**

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ABSTRACT

The purpose of this study is to know and examine the role of the principal in developing student character in Darunnajah Islamic Boarding School. The method in this study is using comprehensive qualitative data, interviews, observations, and document analysis are used as research methods. As a spiritual leader, the principal at Darunnajah Islamic Boarding School plays a very important role. In addition to coordinating religious activities, they also serve as spiritual and moral role models for students. The headmaster also plays an active role in the formulation of a comprehensive character development program that covers spiritual, moral, and ethical dimensions. It also reveals the importance of collaboration between principals, educators, and parents in the process of developing student character. And also Creating an educational environment that fosters the moral and spiritual growth of students requires minimal open dialogue and cooperation in the process of designing a curriculum with character.

Keywords: *Character, Education, Principal*

ABSTRAK

Tujuan penelitian ini adalah untuk mengetahui dan mengkaji peran kepala sekolah dalam pengembangan karakter santri di Pondok Pesantren Darunnajah. Metode dalam penelitian ini menggunakan data kualitatif komprehensif, wawancara, observasi, dan analisis dokumen digunakan sebagai metode penelitian. Sebagai pemimpin spiritual, kepala sekolah di Pondok Pesantren Darunnajah memegang peranan yang sangat penting. Selain mengkoordinasikan kegiatan keagamaan, mereka juga menjadi teladan spiritual dan moral bagi siswa. Kepala sekolah juga berperan aktif dalam perumusan program pengembangan karakter komprehensif yang mencakup dimensi spiritual, moral, dan etika. Hal ini juga mengungkapkan pentingnya kolaborasi antara kepala sekolah, pendidik, dan orang tua dalam proses pengembangan karakter siswa. Dan juga menciptakan lingkungan pendidikan yang menumbuhkan pertumbuhan moral dan spiritual peserta didik yang memerlukan minimal dialog terbuka dan kerja sama dalam proses perancangan kurikulum yang berkarakter.

Kata Kunci: Karakter, Pendidikan, Kepala Sekolah

INTRODUCTION

National development priorities as stated in the National Long-Term Development Plan (RPJP) 2005 – 2025, among others, aim to realize a good ethical society. The philosophy of Pancasila is the basis for fostering moral, ethical, cultural, and civilizational behavior. One way to achieve this goal is to improve the identity and character of the nation through education (uu-no-17-th-2007, 2007).

Education includes a process aimed at cultivating and shaping one's character (Sofwan Manaf, 2023). Character is vital and fundamental for every individual. Individuals who have good ethics, both individually and communally, are individuals who have exemplary values and ethics (Hanani & Hamidi, 2019). Given its significance, educational institutions have the duty and obligation to instill values and character in the learning process (Mayasari et al., 2021).

One way to ensure the success of character education in schools is to cultivate the disciplinary character of students (Manongga et al., 2022). In this scenario, the principal assists students in developing their behavior patterns, improving their standards of behavior, and utilizing rules and legislation as a means to enforce discipline (Niswah, 2020). Discipline is an integral component of the continuing educational process. The success of a headmaster is determined by his ability to implement efficient disciplinary protocols that facilitate the transformation of student behavior patterns (Yusuf, 2022).

Discipline is also a form of influence that aims to help the younger generation in facing the challenges posed by their environment effectively. This field of study arises from the need to achieve a harmonious balance between the inclinations and aspirations of the individual to achieve something that he is capable and wanting, either through interaction with others or due to certain circumstances, while sticking to the necessary regulatory limits imposed on the individual, himself or the surrounding environment.

Education problems are basically related to the active involvement of students in school education, because students must also show significant progress in their learning. These advances should also benefit students by facilitating their introduction to each other. Internal schools have a lot of rules, rules, and violations, ranging from minor to severe, that are violated in the school environment. Examples are students ignoring school rules by wearing inappropriate uniforms, skipping certain lectures, smoking during recess, and ignoring designated study times. In addition, conflicts between several schools may arise. Character education can be assimilated and used in both classroom and extracurricular activities to foster students' virtuous behavior (Meika R & Putra, 2021).

Studies on the role of principals in the formation of student character have been conducted in various educational contexts. A study conducted at SMA Negeri 3 Yogyakarta showed that the role of teachers in student character education is included as educators (Ajmain & Marzuki, 2019). In addition, a journal in the context of SMK Cendekia Madiun highlights the role of the principal in developing teacher professionalism to improve the character of students (Mushthofa, Muhammad Amin Khizbullah, et al., 2022). The results of other studies show that the leadership of school principals can play a role in shaping the religious character of students, both as administrators and in the development of religious activity programs (Mushthofa, Muqowin, et al., 2022).

In addition, another study highlighted the role of school principals in educating character during the pandemic for elementary school students, emphasizing the integration of values in character education (Suhartinah, 2021).

Other research also highlights the role of school principals as educators in the development of students' disciplinary and religious character (Sofwan Manaf, 2023). From these various studies, it can be concluded that the role of school principals in building student character is very important, both in the context of formal education and in facing challenges such as the pandemic (Rokimin et al., 2022).

Thus, everything is inseparable from the presence of character education, as with executive framework training, so character training consists of several teaching components that will then be supervised through the areas of structuring, implementation, assessment. In general, the biggest worry is the violence committed by teenagers who are increasingly rampant. Not only that, there is no respect for guardians and educators, demonstrations of brutality are widespread, cheating is inevitable, and lies are becoming more normalized.

The discussion of students' character difficulties is a crucial topic of discourse in Indonesia. The phenomenon that is happening today is the moral decline of the nation. For example, there is a common problem among students where they often use vulgar words in their social circles, not only among their friends but also in front of adults. In addition, they find it difficult to refrain from speaking and engage in dishonest practices during exams or other activities. The development of sophisticated technology today is not accompanied by adequate character education, so many students abuse it to skip classes or just play online games in internet cafes around us. What is even more concerning is the rampant circulation of narcotics among adolescents, unlimited sexual activity, violent conflicts, reckless driving that endangers others, often even leading to casualties due to self-infliction.

LITERATURE REVIEW

In the Disruption 5.0 era, the leadership of the school principal plays a key role in shaping student character (ELMANISAR, 2024). This era is marked by rapid technological developments and global challenges that require critical thinking skills, creativity and strong moral character. Transformational leadership is an effective model, where the school principal acts as an agent of change who motivates teachers and students to adapt to technological developments without forgetting basic human values (Muhammad Fadhil, 2016).

The main strategies implemented in this context include the establishment of a strong school culture, where values such as integrity, responsibility and collaboration are the foundation (Rohmah, 2023). Apart from that, implementing a character education program that is integrated with learning technology is also considered effective in building students' moral resilience amidst digitalization (Mujiburrahman, 2022). The use of technology in learning, such as the dare platform and social media, can also be used to strengthen communication and collaboration between school principals, teachers, students and parents, which in turn strengthens student character formation (Iembong, 2023).

The school principal's leadership in shaping student character in the Disruption 5.0 era requires an adaptive and innovative approach. Student character is not only formed through formal instruction in the classroom, but also through a

holistic and integrative school environment. One important approach is values-based leadership, where the principal not only leads based on administrative regulations, but also instills ethics, morality and a long-term vision for student character development (Maryani, 2024).

Collaborative strategies are also very important in this era. School principals need to work together with teachers, parents and the community to create an educational ecosystem that supports character development. The application of the concept of participatory leadership can encourage all parties to contribute actively in the formation of student character. Distributed leadership, which gives authority to teachers and staff to lead character projects, is also considered effective in this context (Dakabesi, 2023). In the era of Disruption 5.0, digital skills and technological literacy must be aligned with strong moral values. School principals need to ensure that technology is used as a tool to support meaningful learning, not only as a medium, but also as a means to strengthen students' attitudes of responsibility, ethics and discipline (Suriansyah, 2023).

METHOD

A research method that can be used to examine the role of the principal in the formation of student character is a qualitative research method. This method can be used to gain a deep understanding of the principal's role in student character building. The steps in qualitative research methods include: (1) formulating research problems, (2) determining research subjects, (3) collecting data through interviews, observation, and documentation, (4) analyzing data, and (5) concluding research results. In addition, this study can also use data triangulation to strengthen the validity of research results. To obtain the expected information, researchers use various data collection techniques when conducting research, including:

1. Observation

Observation, often called direct observation, is a form of data collection in which the researcher or collaborator records the data he observes during the study or when closely observing the thing being studied. The research will involve direct interaction with the administration of the Institute to collect relevant data and analyze the research problem.

2. Interview

Interviews require a direct relationship between the researcher and the respondent. Communication occurs through the exchange of questions and answers in direct interpersonal relationships, when the gestures and facial expressions of respondents serve as an additional means of conveying meaning in addition to the spoken words. Direct interviews were conducted with leaders, caregivers, teachers, guardians, and santri (santri) at Darunnajah Islamic Boarding School Jakarta.

3. Documentation

Documentation is a written record of previous events. Documents can manifest as written text, visual representations, or many artistic creations. In this case, researchers obtained documents, such as reports detailing the student population, and other promotional materials, such as banners, from the Darunnajah Islamic Boarding School in Jakarta.

RESULTS AND DISCUSSION

1. School Strategies in Shaping Student Character

As an effort to foster inherent values in human beings, in this case students, value education is a conscience that affects the way academic institutions instill character in students and is realized through behavior. The values of conscience in the form of integrity, courage, love of tranquility, dependence, ability, self-control, awareness of boundaries, purity, conformity, and sincerity are values that facilitate harmonious communication without distinction. In society, values include all aspects of human behavior that are considered good or evil in accordance with established religious, traditional, moral, and ethical standards (Zakiyah & Rusdiana, 2014, p.15).

Students should not be instilled with fear; rather, the main goal is to educate them so that they can manage their time effectively and self-regulate and control their behavior (Naim, 2012, p.148). Teachers have the responsibility to consistently instill and educate students in character values, with the ultimate goal of nurturing students who realize the importance of these values and develop into virtuous individuals. Therefore, insight into the character values instilled by teachers at Darunnajah Islamic Boarding School Jakarta can be obtained through interviews conducted by researchers. In particular, the character values instilled in students include religious observance and firm belief in the goodness of life; if a person's religion is virtuous, then his life will also be virtuous; This is exactly what I want to achieve; at the beginning of each semester, I abstained from making hasty decisions on matters of His Holiness's faith.

According to David Hunger and Thomas L. Wheelen, strategy is a set of managerial decisions and actions that determine an organization's performance in the long run (Permatasari & Meirinawati, 2017). Strategy management includes environmental observation, strategy formulation (strategic planning or long-term planning), strategy implementation and evaluation and control (Indrawan & Murtopo, 2023). In his book Thomas Lickona states that the notion of character education is a person's deliberate effort so that he can understand, pay attention to, and practice core ethical values. And more broadly he mentioned character education is a deliberate (conscious) effort to realize virtue, that is, human qualities that are objectively good, not only good for individual individuals, but also good for society as a whole.

Character education learning strategies according to Fitri (2012) can be categorized into four different types of integration. The incorporation of character education into the curriculum at Pondok Pesantren Darunnaja Jakarta is detailed below. *First*, Integration in subjects is the main one. Integrating character education

into curriculum development and indicators that refer to the latest curriculum competency standards and basic competencies is its implementation.

The *second* approach is integration through thematic learning. Thematic learning is a learning approach that deliberately combines or connects a number of basic competencies and indicators from several subjects to be summarized into one whole. *Third*, habituation-based integration. Character development through conditioning and habituation can be done by: 1. greetings before starting teaching and learning; 2. Prayer before starting work to instill the value of Shukku; 3. develop the practice of letting the other person finish speaking before making a comment; 4. habitually raise your hand when you want to ask, respond, or express an opinion; and 5. speak exclusively when invited.

Fourth, integration through extracurricular activities. Extracurricular activities include: (1) scouts, where students are nurtured and instructed to develop and improve almost all character traits, such as time management, grace, and self-discipline; (2) the Youth Red Cross, which fosters social awareness and social conversation; and (3) sports that instill the value of sportsmanship by emphasizing the importance of exerting effort and maintaining a competitive advantage rather than focusing only on victory or defeat. (4) Field trips: learning outside the classroom where teachers observe firsthand reality as material to enrich students' education through visits to specific locations; And (5) outbound, which is activities outside the classroom that emphasize activities that are physically demanding and fun.

Teacher Strategies in Building Student Character

1. Using strategies that incorporate character values in teacher learning(Rahmi, 2005)
2. Holding independent student activities at home, such as five daily prayers, tadarus al-Qur'an, and others(Amalia & Maulida, 2023).
3. Using strategies that incorporate character values in teacher learning
4. Holding independent student activities at home, such as five daily prayers, tadarus al-Qur'an, and others

2. Evaluation of Strategies in Shaping Student Character

In Indonesia, character education is an integral component of the education system. Character education seeks to shape students into individuals who have strong ethical principles, positive values, and sound moral standards(Amalia & Maulida, 2023). The methodology used by educators is very important in the formation of student character. Therefore, the assessment approach in instilling character in students is an aspect that should not be ignored.

Evaluation of the implementation of character building strategies is carried out to assess the effectiveness of character education strategies applied(Amalia & Maulida, 2023). The purpose of this evaluation is to ascertain the extent to which the strategies applied have had a beneficial influence on the development of student character. In addition, an evaluation is carried out to determine the shortcomings of the strategies applied so that the process of developing student character can be improved.

The approach that is often taken to shape the character of students is to set an example (Supriyadi & Jannah, 2020). This approach requires educators to be role models of positive values, including behavior and morality, for the benefit of their students (Mushtofa, Muhammad Amin Khizbullah, et al., 2022). Through exemplary examples, it is hoped that students will be motivated to imitate the constructive behavior shown by educators (Solikhin, 2018). However, it is necessary to study the effectiveness of role model strategies to determine their impact on student character development (Mushtofa, Muqowin, et al., 2022) (Mushtofa, Muhammad Amin Khizbullah, et al., 2022). Assessment of student behavior can be done by comparing the period before and after the implementation of this strategy. In addition, evaluation materials such as student and parent input can be utilized to ensure the effectiveness of this approach in fostering student character.

In addition to the use of role models, an additional approach that is often taken to shape student character is the cultivation of positive values. Through various school-based activities, educators consistently instill and reinforce positive values in students as part of this strategy. It is hoped that by getting used to positive values through habituation, gradually students will apply them in everyday life. An assessment of this positive values habituation strategy needs to be done to ascertain the extent to which students are able to internalize these values. Evaluation can be done by observing the behavior of students both inside and outside the scope of educational institutions. In addition, student participation in activities that demonstrate the application of positive values can serve as a metric to measure the effectiveness of this approach.

Various other strategies are carried out to shape student character, including the application of learning media that prioritize character development, the use of rewards and punishments, and the involvement of students in social activities that strengthen positive values. Assessment of these diverse approaches is essential to ensure the effectiveness of the student character development process. When assessing character-building strategies among students, teachers should consider a number of factors. Moreover, the evaluation must be carried out in depth and objectively by involving all related parties, both students, parents, and other lecturers. In addition, the results of the evaluation must also be used as a basis for perfecting the strategy applied.

It is expected that by conducting regular strategy assessments, the process of building student character will run more effectively and efficiently. In addition, evaluation can also help instructors in choosing learning strategies that best suit the conditions and needs of their students. Therefore, assessing approaches to character development among students is an important component of initiatives to improve character education in Indonesia.

Based on the purpose of evaluation of the most common ways to distinguish the way the child behaves and character pointers are brought out through estimating interactions, the estimation cycle can be completed by a specific test or not through a (non-test) test. The selected assessment techniques and instruments are not only measured through academics, but also measured through the personal development

of these students, evaluation of counseling guidance learning activities carried out through the process of analysis and assessment results during learning activities, achievement results carried out through information carried out with counseling guidance. The results of the character education program can be known as an achievement indicator obtained by students who have been listed in educational standards. Improving the quality of education is produced by students. Through SYTEM is not just an ordinary assessment, the results of a quality learning system will be able to produce good assessments so that it can help teachers to plan the next learning strategy.

CONCLUSIONS AND RECOMMENDATIONS

The journal's research concluded that the school principal had a significant influence in influencing the character development of students at Darunnajah Islamic Boarding School. The principal's duty as a spiritual leader. Studies show that the head of Darunnajah Islamic Boarding School plays an important role as a spiritual guide. In addition to being coordinators of religious events, they also become moral and spiritual role models for students. The headmaster has a significant influence in shaping the religious character of students. Significance of Character Development: The research findings underscore the importance of prioritizing character development as the main emphasis in education at Darunnajah Islamic Boarding School. The principal plays an active role in creating a comprehensive and enduring character education program, which includes moral, ethical, and spiritual dimensions. Engagement with educators and parents: Principals work closely with educators and parents to establish an educational environment that encourages the development of moral values and virtues. This collaboration includes transparent communication, joint participation in building character curriculum, and the application of moral principles in the daily practice of Islamic boarding schools. Combining Formal and Religious Education, evidence shows that the Head of Darunnajah Islamic Boarding School effectively blends traditional teachings with religious principles. They recognize the importance of aligning academic and religious courses to achieve holistic character education goals, as well as providing psychosocial support and monitoring student progress. The principal further provides psychological assistance to the children and actively supervises their moral and personal growth. Their roles include offering personal coaching, providing mentorship, and building a safe and encouraging atmosphere to encourage students' character development.

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