

TEACHER LEADERSHIP IN THE CLASS ON STUDENT CHARACTER BUILDING

(Case Study at SMK Pelayaran Samudera Indonesia – Medan)

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Abstract: *This study aims to get answers as a result of an in-depth analysis of the role of teacher leadership in the classroom in the formation of student characters. The focus of this research is the formation of student character and sub focus is the role of teacher leadership. This research was conducted at SMK Pelayaran Samudera Indonesia - Medan by using qualitative approach and research method was case study. This study was conducted based on data obtained from the grand tour results and the results of some previous research on teacher leadership and its relevance to the formation of character education students. The result of this research was teacher leadership is very influential on student character formation.*

Keyword: *Teacher Leadership, Character Education*

Abstrak: *Penelitian ini bertujuan untuk mendapatkan jawaban sebagai hasil analisa yang dilakukan secara mendalam tentang peran kepemimpinan guru di kelas dalam pembentukan karakter siswa. Fokus penelitian ini adalah pembentukan karakter siswa dan sub fokusnya adalah peran kepemimpinan guru. Penelitian ini dilakukan di SMK Pelayaran Samudera Indonesia – Medan dengan menggunakan pendekatan kualitatif dan pendekatan penelitian adalah studi kasus. Penelitian ini dilakukan berdasarkan data yang diperoleh dari hasil grand tour dan hasil beberapa penelitian sebelumnya tentang kepemimpinan guru dan keterkaitannya dengan pembentukan pendidikan karakter siswa. Hasil dari penelitian ini adalah Kepemimpinan guru sangat berpengaruh pada pembentukan karakter siswa.*

Kata Kunci: *Kepemimpinan Guru, Pendidikan Karakter*

INTRODUCTION

The issue of adolescent behavior has attracted the attention of the Indonesian people over the past decade. Character building becomes one of the focuses of education in Indonesia. Different background of social life of students and problems in adolescence relate to family and social interaction with friends. This is exacerbated by the negative progress of technological advances. In addition, from the people and the people who are there, they must be able to reach higher levels and stress.

Education in schools is not only to produce graduates who have knowledge, but also produce graduates who have a character in accordance with Pancasila, understand the importance of moral values in carrying out the profession of work that is being carried. School is not a factory that produces graduates only without having the qualities of both soft skills and hard skills.

In relation to the above description, the researcher conducted a grand tour at several vocational high schools in North Medan - North Sumatera. If referring to the SMK Curriculum it is stated that Vocational High School (SMK) preparing a workforce with knowledge, skills and attitudes appropriate to the vocational specializations and requirements of the business world and industry. High school vocational students also have great demands. The company expects them to continue to improve their skills and competence in accordance with the majors taken. This shows "market-driven demand" where students have good competence in terms of soft skills and hard skills.

Based on the results of the grand tour, the researchers found some interesting data in Vocational School Pelayaran Samudera Indonesia, Medan (hereinafter called SMK Samin) among other vocational school. SMK Samin is a vocational school that focuses on maritime education in which the character formation of students, especially discipline, self-ethics and leadership becomes one of education integrated with school culture; SMK Samin has been known to the public, especially shipping companies in Medan because many graduates are recruited to their employees. In addition to the vision of SMK Samin, "to create a reliable, professional, and international sailor, to achieve the vision, students of SMK Samin are educated by military model with high discipline. The school is accredited B with the number of teachers 34 people where the lowest level of education is Diploma and highest is master degree.

Referring to the results of the grand tour, researchers decided the focus in this research is students characters building with sub-focus the role of teacher leadership and school culture.

LITERATURE REVIEW

1. Character building

Dewantara (1962) states that character education means "to support the development of the life of the children, the birth and the mind, from the nature to the civilization in its general character". A person of character means to have consistent and impossible behaviors (Lapsley, 2004). According to Philips (2008) character is a collection of values that lead to a system, which underlies the attitude thinking, and the behaviors displayed.

In full Suyanto (2010) defines character is the way of thinking and behaving that characterizes each individual to live and work together, both within the scope of family, society, nation and state. Individuals with good character are individuals who can make decisions and are ready to account for any consequences of decisions made. Character education is character education plus, which involves aspects of knowledge (cognitive), feeling (feeling), and action (action), without these three aspects of character education will not be effective. Aushop (2014) concluded that the nature of character education is the process of guidance of learners to change behavior, change attitudes, and cultural change, which eventually will bring about a civilized community.

Character education by Curriculum Centerr is interpreted as an education that develops character values in the students themselves so that they have values and character as their character, apply those values in their life, as members of society and citizens who are religious, nationalist, productive, and creative.

Kevin Ryan and Karen Bohlin (1999) in Hall (2006) offer six stages of character development models in schools: (1) Teachers need to recognize the power of modeling behavior and provide positive examples for students; (2) The teacher must explain the difference of good and bad character. Without understanding this, students will tend to guess which behavior is good and bad; (3) there is pressure. Teachers need to promote good behavior. The student will feel encouraged to choose a favorable behavior; (4) the experience of success and failure is a valuable learning for students. The learning challenge lies in how the student can successfully overcome it and form an ideal concept of hard work, humility, and self-endurance; (5) The establishment of a constant school culture (ethical environment) encourages good character practice and ethics for both students and teachers; (6) Presence of expectations and expectations of excellence tends to increase students' efforts to work hard. Trying to excel does not mean being perfectionist but doing the best.

The five approaches to value investing in schools are: (1) The approach of inculcation approach; (2) cognitive moral development approach (cognitive moral development approach); (3) Value analysis approach; (4) Value clarification approach; and (5) the learning approach (action learning approach) (Superka, 2006).

The value of Cultural Education and National Character are: religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, spirit, nationality, love of the country, appreciate achievement, friendly/ communicative, peace loving, social care, environmental care, responsibility (Ministry of National Education Research and Development Center Curriculum, 2010). The behavior of a characteristic person is essentially a manifestation of a function of psychological totality that encompasses the full potential of the human individual (cognitive, affective, cognitive, and psychomotor) and the function of cultural social totality in the context of interaction (in family, educational unit and society) (Nuh, 2011).

The model of character education in adolescents aims to develop personality traits. Character education is done by acting speech directive (advice, orders, suggestions, etc.). Character education models in adolescents are integrated into various learning activities, school rules, and extracurricular activities or media posters embedded in school walls (Mulyatiningsih, 2012).

2. Teacher leadership

Teacher leadership has an important role in improving school quality. Day and Harris (2003) suggest that one of the teacher leadership roles is related to the interpretation of school improvement values into the real form in the classroom.

Teacher leadership naturally shifts from traditional forms of supervision to supervisory forms among teachers where power is spread among the teacher community. Schools with teacher leadership will be full of values, but have the freedom to act. Teachers need conditions (including time) and trust, to work together, innovate, develop them and learn together in providing education to students (Harris and Muijs, 2002). Teacher leadership has shown its role in school and in school achievement (Muijs and Harris, 2003).

Leithwood et al. (2010) emphasizes that future research should provide an adequate focus on future educational leadership that can find answers to leadership practices that can increase the variety of variables that have a positive effect on student learning. This statement supports the results of the York-Barr and Duke (2004) research, future research needs to focus on the influence of teachers on organizational capacity, professionalism, instruction improvement, and side learning.

Harris in Harris and Muijs (2003) identified four dimensions of teacher leadership:

- a. Intermediaries: teachers' ability to translate the grades of school improvement into their implementation in their classrooms.
- b. Participation: ensuring teachers feel part of, and having from the effort of change and improvement (by way of collaboration).
- c. Mediation: as a source that has information and networks with experts.
- d. Relationships: encourage closeness with teachers to support mutually beneficial learning.

Teacher leadership is not only formal but also informal. According to Danielson (2007), informal teacher leadership has no official power but they are able to encourage spontaneous improvement of schools. They took the initiative to solve school-related problems. They can influence fellow teachers to upgrade schools through their networks with experts.

In addition, Katzenmeyer and Moller (2001) see teacher leadership as having three main points:

- a. Leaders of students and teachers: facilitators, trainers, mentors, curriculum experts, creating new approaches, leading study groups.
- b. Leaders of operational tasks: keeping schools organized but moving forward in achieving their goals, through roles as heads of majors, acting in research, executive members.
- c. Leaders in decision-making: are active in school quality improvement teams, committee members, initiators in developing partnerships and partnerships, active in teacher-parent associations.

Professional teachers should improve their leadership by knowing the key tasks the leader performs, functions, and what skills should be in order to be a good leader. Thus it is expected that professional teachers can actually lead students to achieve educational goals. Being a leader not only must always be in front (front leader), could be in the middle (social leader) or behind (rear leader) (Saomah, 2010).

METHOD

1. Place and time of research

The study was conducted at SMK Pelayaran Samudera Indonesia - Medan. The determination of the school does not mean to represent the whole schools, but rather to study the social situation in order to obtain complete, rich data and have the opportunity to deepen the role of teacher leadership and school culture in student character building. SMK

Pelayaran Samudera Indonesia is located at Jln. Ocean Complex YUKA Medan Marelan. The research was conducted in 2018.

2. Research Methods and Procedures

Referring to the research focus, the method used in this research is qualitative method. This is because the observation and data collection is done in the natural setting with the intention of data presented based on what is without the manipulation of the object under study.

Besides qualitative method will emphasize on emic element, that is data collected, processed and presented is data based on words, language, way of thinking, opinion and view of research subject. Thus as far as possible researchers do not interpret or evaluate the data obtained.

The approach used in this study is a single case study with the intention to obtain a deeper meaning of the character formation of students at SMK Pelayaran Samudera Indonesia - Medan. This research is not merely exploratory but also explanatory, ie viewing and analyzing the role of teacher leadership and school culture in the formation of pupil character, seeking information or aspects and causal arguments, so as to know a number of uniqueness, single peculiarities and answers.

The research procedure begins with the steps undertaken by the researcher before conducting the research is to establish the context and background research in order to answer the question why the problem becomes an interesting case to be studied. Researchers made preliminary observations and interviews to find the research problems worth studying. Based on the results of preliminary observations and interviews summarized in the grand tour activities, researchers determine the focus and sub focus in the form of dimensions/components to be studied. The next step is to set research goals, define the scope and setting of the research, to review the theoretical references used as conceptual frameworks, to build research questions and to determine informants.

3. Data and Data Sources

The data in this research is divided into two categories, namely; primary data and secondary data. Primary data is the main data needed to get the meaning of emic from the object of research, in the form of interviews and observation of social situation both in the form of activities and interaction of teachers with students in school. Secondary data in this study is data obtained from related documents in the role of teacher leadership and school culture in character education students either in the form of written data, photos, statistical data, audio visual recording.

4. Data Collection Techniques and Procedures

Data collection techniques undertaken by researchers in a setting or natural setting are: observation, interview, documentation study, and focus group discussion. Researchers expect by doing these three techniques of data collection, then the data obtained can answer the research questions and in accordance with the social situations that occur in the field. We used focus group discussion to collect some data in order to get some verification about several findings in the field.

5. Data Analysis Procedure

Data analysis was performed when the researcher was in the field. Data analysis is a process of systematically arranging the records of interviews, observation and documentation studies. In analyzing the data that have been obtained, the researcher uses Miles and Huberman data analysis model. The data analysis in this study still uses words, which are arranged into expanded text.

Miles and Huberman argue that the data analysis procedure consists of three simultaneous activity paths: data collection, data reduction, data presentation and conclusions: drawing/ verifying (Miles and Huberman, 1994). In his explanation of qualitative data analysis, Miles and Huberman used two models, the flow model and the interactive model. This model is used to facilitate the researchers perform data analysis.

6. Data Validity Checking

To keep the data obtained is valid and reliable data, it is necessary to check the validity of data in this study either obtained through observation, interviews or documentation studies. The steps to check the validity of data in this study as follows:

- a. Credibility
Credibility is the determination of credible or credible qualitative research results from the perspective of participants in the study. To test the credibility or confidence in the data obtained in this study, researchers used the triangulation technique.
- b. Transferability
To achieve a level of research with good transferability, the researcher will make a detailed research report clearly, systematically and reliably.
- c. Dependability
This technique is also called reliability. Dependability emphasizes the need for researchers to take account of the changing context in the research undertaken.
- d. Conformability
Test of conformability or objectivity test of this research refers to the strength of research results confirmed by others.

FINDINGS AND DISCUSSION

Based on the results of interviews with informants consisted of key informants and companion informants and triangulation informants, and the results of observations and documentation. Data was reduced to obtain accurate information about teacher leadership in character formation.

Comprehensively, data can be summarized in the following figure:

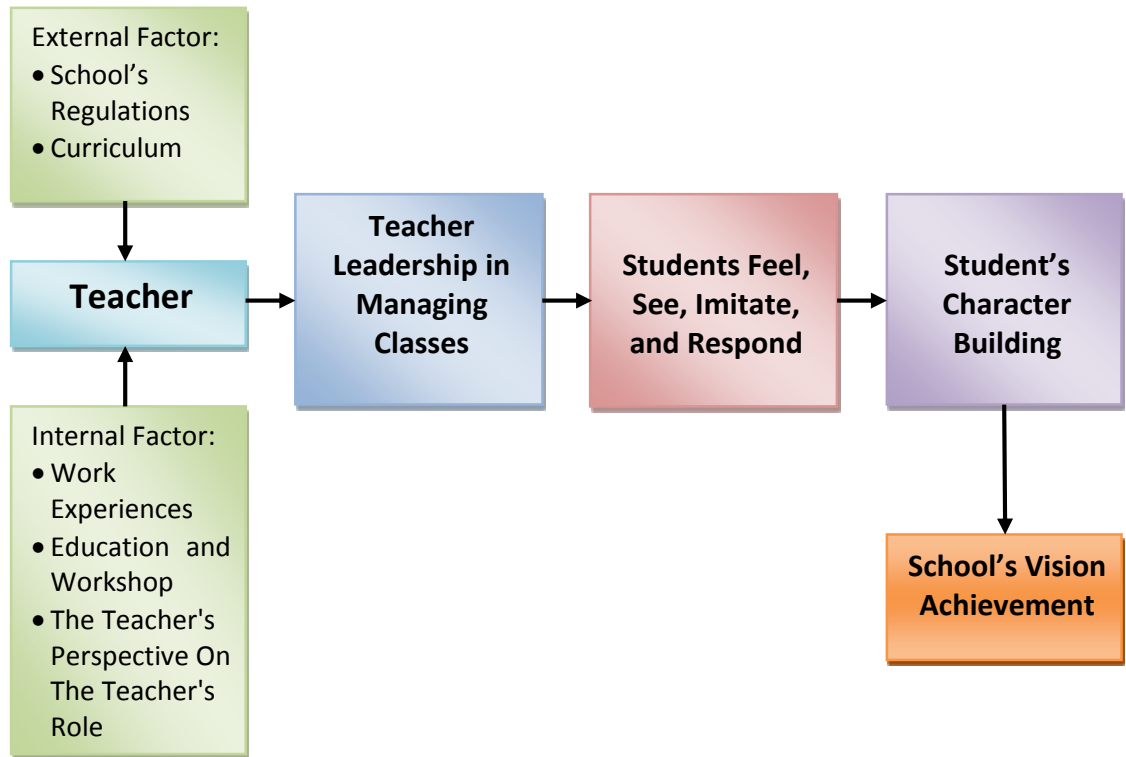


Figure 1.
Teacher leadership in character building

1. Factors which influences teacher in managing classes

Based on the results of data reduction in the field, it can be synthesized that the leadership of a teacher in managing the class is influenced by two factors, namely external and internal factors. Both factors give rise to certain leadership characters that are felt, seen, imitated, and responded to by students. The process in the class shapes the character of students, which ultimately determines whether the school's vision to create a reliable, professional, and international-level sailor can be achieved or not.

a. External Factor

Based on findings in the field, teachers understand that there are school rules that encourage the creation of a school culture. The FGD results conducted on teachers showed that all teachers understood the need for firmness and discipline in the classroom but based on the results of interviews and observations, not all teachers would want to be firm and disciplined in the classroom.

▪ School's Regulations

The findings obtained in the field of research state that the regulations issued by the school encourage teachers to play an active role in forming student character. Two findings that support this statement are explained in the following paragraph:

(1) The teacher joins the morning rally

Morning rallies are one of the activities that must be followed by teachers and students at SMK Samin. This morning's rallies are held every morning and are Mental, Moral and Harmony Education activities. The results of the observations were corroborated by the following statements of the vice principal of the curriculum field.

“Every time before learning or before the learning hours begin we have PMMK (Mental, Moral and Kesemaptaan Education). That's where the character is nurtured in the initial 45 minutes. We should enter school at 8:15 am. The rally bell in the morning at 7:15 am, after that rally, the character will be coached for 45 minutes.”

“In term the morning rally, the teacher who entered that morning had to join the morning rally. Together with children. The third is the workbook. The workbook contains the material to be taught.”

This shows that there is an effort from the school to influence the character of the teacher and students through habituation because it is carried out repeatedly where teacher and student interactions occur.

(2) Reports before and after the teaching and learning process

This activity is carried out in class before and after the lesson begins. This activity is intended to discipline students and provide accurate information on the number of students in the class. Thus students are expected not to have the opportunity to "skip" (leaving school without permission). Most students like this activity on the grounds that they can develop their self-discipline. In accordance with the following statement from senior teacher and student on report activities before and after the teaching and learning process.

“The teacher is all obliged to prepare for the class. At first, before the lesson begins, there will be a report first. So the teacher know how many students don't come in. After the report, the students pray. The preparation requires 3-5 minutes. English is a bit different because it uses English in the activity.”

“Pre-learning reports and final learning reports. We feel habits like contributing to building our discipline. We are happy to do it.”

- **Curriculum**

Based on regulations from the Head of Transportation Human Resources Development Agency Number PK. 07 / BPSDMP-2016 concerning education and training program curricula to improve the competency of the shipping sector, Samin Vocational School follows curriculum standards from IMO (International Maritime Organization). One result of focus group discussions was clarifying the link between curriculum, regulation and character education by teacher to students.

“So that's why everything complies with IMO curriculum standards. Simulate the knowledge obtained according to IMO standards to reach international level. So it is in accordance with the existing STTB. ATT-ANT 1 to 2, ATT-ANT III - IV are called professionals. 1 - IV ATT-ANT is accepted internationally because our curriculum also uses an international curriculum. So what is meant by international professionals is like that. The curriculum taught is using all English. Both of the curriculums taught at the shipping school are international because he refers to the Cost model IMO. The four IMOs are here and all the material is the same, it is not different.”

The IMO standard curriculum provides space for teachers to follow international standard learning methods where disciplinary values are integrated in the classroom, especially productive subjects.

b. Internal factor

It cannot be denied that internal teacher factors have a significant influence on teacher leadership patterns in the classroom. Some senior teachers are role models in schools and even favorite students in the class have enough work experience on board. The way the teachers present themselves, the choice of words used and their ability to master the class are examples that are imitated and guided by students.

▪ Work experiences

Another factor that is expected to affect teacher professional competence is length of service. Teachers who have long worked in a particular job should have various experiences related to their respective fields, in the implementation of teaching. Work experience is defined as the length of time someone contributes his energy to his place of work. So work experience is determined by the time span, so the work period of a teacher is determined by the time they start working. The longer a person works, it is concluded that he has more work experience. Robbins (2007) explains that, "Some recent evidence shows a positive relationship between years of service and quality of work". Increasing work experience will affect the quality of work which results in improving the quality of teaching a teacher. But on the other hand, longer work experience without being accompanied by variations in work and the promotion will encourage a lack of enthusiasm for one's work. In general it is known that in employment as a teacher there is very little opportunity to experience work promotion and variations in work. Static conditions that are long enough will cause a lack of enthusiasm which results in a decrease in the quality of teaching a teacher.

SMK Samin applies a regulation where teachers who teach productive lessons must have sailing experience on board. These teachers do not have teaching certificates but they are required to have a Training of Trainers (TOT)

certificate issued by the National Professional Certification Agency (BNSP). This data was obtained from the interviews of several senior teachers.

“Actually, like this, the teachers who teach productive fields do not actually have teaching certificates. They have sailing experience but do not know how to educate children and other characters. That is why these teachers are required to have TOT certificates especially TOT 609. On TOT 609 it is mainly taught how to make lesson plans. Then we are taught to also make teaching materials. So far they have taught based on experience. Which kind of boat. But he does not have a curriculum and subject structure.”

Productive learning teachers are known to be disciplined, responsible, and become favorite teachers because they are more evident in explaining lessons. In addition, they shared many stories about their experiences on the boat. Students really like their strict teaching style.

▪ The teacher’s perspective on the teacher’s role

According to the findings of this study teachers who did not originate from shipping, but who had education from the university were not too interested in applying high discipline to the students they taught in the classroom. Penalties such as running around the field, sit ups, push ups and other punishments do not need to be done. Children only need to be counseled. This is an obstacle for schools recognized by the school principal.

“So actually kids also need what they call spiritual splash. so they actually have heard that loudly every day. if you study religion, he likes it, you tell me first. Ah, that is it. They kind of need it like that. Because it's often quite a bit. Physically. So I approach it more inwardly.”

Teachers who have cruise education highly uphold the values of discipline, honesty, responsibility and leadership. This is because they have experienced life on a ship. They really want their students not to make mistakes that have fatal consequences on the safety of others and their ships. The differences in the perspectives of these teachers towards the integration of character values in the classroom which caused a slight gap in how to manage the class.

“Class management is actually complex. So from the start of the role of learning, the learning system, it's been daily officers to serve class interests. I see the assignments divided by each. Because this is also classroom learning that will later be applied to the ship in relation to the division of tasks. So if he is an online officer, do it online, but don't work as a trainer or as a ship leader. Tasks of machinist 1 yes machinist 1. So the management of the class is for example about class hygiene, already the teacher has already cleared the blackboard, etc. So the class is comfortable.

So that's what we need to keep in mind as an implementation if later they are on board."

2. Learning Process In/ Out The Class

The learning process carried out by many teachers currently tends to achieve the target of curriculum material and is more concerned with memorizing concepts rather than understanding. This can be seen from learning activities in the classroom that are always dominated by teachers. In delivering the material, usually the teacher uses the lecture method which in the implementation of the students just sit down, take notes, and listen to what the teacher has to say and few opportunities for students to ask. Thus, the learning atmosphere becomes not conducive so students become passive.

If psychologically students are less interested in the methods used by the teacher, then by themselves students will provide psychological feedback that is less supportive in the learning process. The indication is that there is a feeling of not sympathy for the teacher, not interested in learning materials, and over time arises indifferent attitudes towards subjects.

The following are some of the results of observations and interviews which are data that show that students in the classroom learn how teachers manage their classes and students' responses to what they see and learn.

" A character change occurs after entering Samin. In previous schools it wasn't as often as I did physical activities such as running, push ups or line marching. There is always physical activity in Samin so that it trains discipline and self-assertiveness, responsibility, courage and respect for the older. In Samin taught physical exercise so as to form a perfect attitude. Middle school, quiet and uncaring attitude. Now I want to hang out with friends and not be closed because education in Samin is taught how to be disciplined and brave to come forward."

" In the classroom there are teachers who want to reprimand if there are friends who make a fuss and there are also teachers who do not want to reprimand or allow."

" Students learn that each teacher has different characters in the class when teaching. Students can find out with the teacher which they can be trivial and which teacher is firm. There is a strength teacher, before he enters we have prepared ourselves. Because he made rules, like if he was in, you were late outside, you could not enter. Like Mr. H and Mr. M. But we prefer teachers like that. Orderly him."

" There are teachers who, although they seem to be assertive, can actually give humorous remarks so that students become relaxed. So there are moments. There are serious moments and there are jokes, so we are not sleepy. We prefer teachers who are assertive

than teachers who are relaxed in nature. Because relaxed teachers will be underestimated by students."

Students prefer teachers who are assertive and have a high understanding of activities that occur on board rather than teachers who only focus on the theory without a clear explanation of the conditions on the ship. This shows that the creativity of the teacher is required to make the teaching and learning process take place effectively.

The role of the teacher is needed to support the creation of a fun and active teaching and learning atmosphere and enable children to achieve optimally. While the level of partitionation is meant by the involvement of students in addressing, understanding, digesting the material presented in the learning process. No matter how good the educational facilities are if the teacher does not carry out their duties properly, the learning results will not produce satisfactory results. Teachers as leaders will appear real in the teaching and learning process. In order for this teacher's behavior to have a good influence on the learning process of the students, the teacher is required to understand and appreciate the basic styles or theories of leadership because by doing so through methods, methods, and styles in leading his personality type will appear.

CONCLUSIONS

The magnitude of the teacher leadership role and school cultures in the formation of students characters. Both cannot stand alone because of the formation of student's characters. There are indications that the leadership of teachers in the classroom will impress the students if the teacher has direct experience in the work that is the dream of the cadets. The process of forming students' character requires annual time and is done as often as possible. Therefore, the approach to character education through teacher leadership is important for schools.

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