

## MANAGEMENT OF CHARACTER LEADERSHIP STUDENT LEADERSHIP IN SECONDARY MIDDLE SCHOOL NSQ CITY CIREBON

**Siti Rochanah**

State University of Jakarta

[sitirochanahunj@gmail.com](mailto:sitirochanahunj@gmail.com)

### Abstract

*This research was conducted in Junior high school NSQ Cirebon West Java, which aims to know and to obtain an overview of leadership character education for student. This research was conducted in June to October 2017. The approach used is a qualitative approach with descriptive method. Data collection was done through an interview, observation, and study documentation. A source of data from this research comes from principal's and supports several informants is teacher, and student. Teamwork formed by the principal's consist of teachers, committee and parents. The planning of leadership character building of students in Junior high school NSQ is done through the mechanism of work meeting at the beginning of the school year. Organizing the guidance of student leadership character in Junior high school NSQ is done by making organizational structure that contains the roles and responsibilities in carrying out the guidance of student leadership character. The implementation of leadership character building of students in Junior high school NSQ is done through intra-school students organization program, Scouting and Basic Training of Student Leadership. The supervision of the leadership character building of the students in Junior high school NSQ is done directly by the principal and the board of the Foundation.*

**Keywords:** *leadership, character education.*

Education is an important component in the process of human life. Education is not just a transformation of science but a transformation of values, morals and morals and leadership also needs to be formed. Intellectuality supported by moral values, morals and good leadership spirit will give birth to a generation of qualified individuals. To overcome the current crisis of leadership problems, it is necessary to develop leadership character that is applied as early as possible to the next generation of the nation so that they can grow into leaders in accordance with what is expected. Leadership traits are first taught to students that is able to lead themselves, control themselves with positive self-concepting, organize schedules, lead groups, work in groups, communicate, negotiate, and responsible in making decisions.

School success in the planting of leadership character can be seen from the achievement of the school. The academic and non academic achievement of NSQ School students in Cirebon City includes academic and non academic achievement. Based on the above background, the authors are interested in conducting research on "Management Character Building Student Leadership in Junior high school NSQ Cirebon City.

Through this research, we want to get information about (1) how is the character guidance management done by Junior high school teacher NSQ Kota Cirebon ?, (2) How is the activity in leadership character education of Junior high school student NSQ Kota Cirebon ?, and (3) character coaching conducted by Junior high school teacher Cirebon City?

According to Hersey and Blanchard cited by Sobry Sutikno (2012: 4) management as an effort made with and with individuals or groups to achieve organizational goals. According to Robert Kreitner (2009: 5) management as "process of working with and through others to achieve organizational objectives in a changing environment". Sharma (2009: 69) states management as "Creating the internal environment of an enterprise where the individuals working together can efficiently and effectively attain the attainment of group goals"

According to Bintoro Cokroamidjodjo cited by Didin and Imam (2012: 140) planning as a process of preparing processes of activities that will be systematically done to achieve certain goals. Meanwhile, according to Trevor L. Young (2003: 126) "planning is a process of creating order out of apparent chaos, made complex by the environment in which you are operating, where you continually face change". There are several planning steps proposed by Ali Imron (2013: 67) covering: forecasting, objectives, policy, procedures, programming, scheduling, , and financing (budgeting).

According to Afifudin cited by Sutikno (2012: 37) organizing as an activity to structure and establish relationships in order to obtain conformity in an effort to achieve common goals. According to Sutikno (2012: 38) organizing is an activity in preparing and forming working relationships between people who have the ability in carrying out tasks so that the unity of effort in achieving goals that cool. The organizing process proposed by Sutikno (2012: 41) includes: (1) job description, (2) division of labor, (3) unification of work, (4) job coordination, (5) monitoring and reorganization.

According to Didin and Imam (2012: 287) implementation is an action to initiate, initiate, motivate and direct, and influence the workers do the tasks to achieve organizational goals.

According to Mukhneri (2010: 25) supervision as a business or activity to keep the implementation of the program is always directed and deviation program implementation can be avoided as early as possible. According to Sutikno (2012: 58) supervision is a process of observation of the implementation of all activities of the organization to collect data in an effort to know the achievement of goals and difficulties encountered in the implementation of it.

According to Soetopo and Soemanto (1991: 43) coaching is an activity to maintain or improve what has been there. According to Parsloe and Wray cited by Robyn L. Jones (2006: 13) coaching as "Coaching is a process akin to teaching, tutoring, or mentoring. Development in education according to Badrudin (2014: 53) that the guidance of students is aimed to facilitate the development of students through the guidance of guidance, learning and training.

According to Mathis (2002: 112), coaching is a process whereby people achieve certain abilities to help achieve organizational goals. Therefore, this process is related to the various goals of organization, coaching can be viewed narrowly or broadly. While Ivancevich (2008: 46), defines coaching as an attempt to improve the performance of employees in his current job or in other jobs that will be held soon.

Furthermore, in connection with the definition, Ivancevich suggests a number of important points that is, coaching is a systematic process to change the work behavior of an employee / group in an effort to improve organizational performance.

According to Philips cited by Sudaryono (2014: 25) character is a collection of values that lead to a system, which underlies the thoughts, attitudes, and behaviors displayed. According to Musfiroh quoted by Nurla I. Aunillah (2011: 19) character is a series of attitudes (attitude), behavior (behaviors), motivation (motivation), and skills (skills).

According to Howard H. Hyot quoted by Arifin (2012: 3) said leadership is an art to influence human behavior, the ability to guide people. According to Hemphill and Coons cited by Gary A. Yul (1989: 2) "leadership is the behavior of an individual when he is directing the activities of a group toward a shared goal. According to Philips quoted by Sudaryono the character is a collection of values that lead to a system, which underlies the thoughts, attitudes, and behaviors displayed. Then according to Musfiroh quoted by Nurla I. Aunillah character is a series of attitude (attitude), behavior (behaviors), motivation (motivation), and skills (skills). Anas Salahudin and Irwanto Alkrienciehie, define the character as follows: Character is characteristic of a person or group of people that contain values, abilities, moral capacity, and hardness in the face of difficulties and challenges.

Hemphill and Coons cited by Gary A. Yul (1989: 2) define leadership as "leadership is the behavior of an individual when he is directing the activities of a group toward a shared goal". Keith Davis cited by Arifin's leadership is "Leadership is the ability to persuade other to seek defined

objectives enthusiastically". That is, the ability to persuade people to achieve firm goals with passion. Meanwhile, according to Leithwood cited by Gillies (2013: 4) leadership as follows: Leadership is all about organizational improvement; more specifically, it is all about establishing popularly agreed upon and worthwhile directions for the organization and doing whatever it takes to prod and support people to move in those directions.

## **METHOD**

The research will be conducted in ned school first NSQ Nurusshidiiq Kota Cirebon from April to October 2017. In this research, the subject of research is the teacher of NSQ School Kota Cirebon which acts as the main informant. Data collection is also done to the principal, and students who directly feel the activities of management coaching conducted by the teacher. They were then referred to as supporting informants. The research method used qualitative approach with analytic descriptive method. To obtain data obtained from the supporting informants determined by using snowball or snowball technique. data collection techniques are divided into three namely observation, interview and documentation study. The steps of data analysis techniques in this study using a model developed by Miles and Hubberman.

## **RESULTS AND DISCUSSION**

First medium secondary nurusshidiiq islam or medium secondary school nsq is one of the schools that established rice on october 27, 2003. Middle school first NSQ is one of the schools under the Islamic Boarding School and the Islamic College of Nurusshidiiq founded by Gumelar Ade on September 7, 1998. Management activities undertaken in fostering leadership characteristics in the NSQ middle first school include: planning, organizing, implementing and supervising. The planning of leadership character building of students in NSQ secondary secondary is done in the work meeting held at the beginning of the school year.

In the first stage of planning is done formulation of evaluation results of previous year activities to be used as guidance on activities to be carried out next, then the second set goals to be achieved from the results of activities undertaken, third determine the material and methods / techniques to be used, usually this is done on planning activities muhadharah. The last stage of the fourth, the preparation of a series of activities and implementation schedule that will be done for one year to come. this is done so that the activity runs systematically.

In supporting the successful implementation of guidance character of student leadership, pesantren also do the planning of facilities and infrastructure in pesantren education environment. Planning is initially done by carrying out inventory of facilities and infrastructure to see what facilities and infrastructure that can still be used and not used. In planning especially in terms of the procurement of facilities and infrastructure the schools cooperate with other institutions, such as cooperation held with Association of Indonesia Dai institutions in the last year

The organizing process undertaken in secondary secondary NSQ is the creation of an organizational structure in which a list of roles and responsibilities is assigned to manage the pesantren educational institution. The party responsible for the guidance of leadership character of the students, such as muhadharah is the responsibility of the muhadharah trainers of the students, while for the rihlah program, sanlat and Student's Basic Sheet are student management bureaus or commonly referred to as student coaches assisted by the vice principal. Student coaches come from regularly selected class teachers each year that have roles and responsibilities for each student / student activity.

Supervision in the coaching program is important because to keep the implementation of the program so that it can be directed to achieve the desired goals. Supervision conducted secondary second first NSQ in the guidance of student leadership characters performed by the principal. there are some things that are considered in the supervision made by the principal, among others, first, the participation

/ activity of the students in following every agenda of coaching. Second, the suitability between the planned program and the field. Third, the period of implementation of the coaching program. In the process of supervision of coaching, principals as well require attach attendance attendance of supervisors as well as students who follow the coaching program. This is done as an effort to monitor the coaching program.

In developing the character of learners in NSQ first school school, teachers have a strategic position as the main actors. The teacher is a figure who can digugu and imitated or become an idol for learners. Teachers can be a source of inspiration and motivation of learners. Attitudes and behavior of a teacher is very imprinted in the student, so the speech, character and personality of the teacher to mirror the students.

There are several strategies that the NSQ middle school Teachers perform to play their optimal role in the development of character education of learners in NSQ first school, namely: (1) optimizing the role of teachers in the learning process, (2) Integration of character education materials into the eyes (4) the creation of the first secondary NSQ scholars environment conducive to the growth and development of the character of the learners (5) establish cooperation with the parents of learners and the community in the development of character education, and (5) Being an exemplary figure for learners.

In establishing the personality of the students in order to realize the values of the character in accordance with the objectives of national education, the character education in the secondary secondary secondary NSQ through student coaching activities is pursued, among others, in the form of activities: (1) Development of faith and piety towards God Almighty; (2) Student Orientation Period (3) Intra School Student Organization (4) Enforcement of Manners and Order of School's Academic and Social Life; (5) Scouting; (6) Flag Ceremony; (7) School Health Enterprises; (8) Youth Red Cross; (9) Education of Drug Abuse Prevention; (10) Talent and Interests Development.

Student coaching activities are part of the character education process at NSQ second first school and improving the quality of education. Student coaching activities are designed to improve the quality of education in the NSQ secondary secondary school that strengthens the mastery of competence and enriches the learning experience of students while still forming values that are in line with the character of the nation.

Implementation of leadership character education through coaching students with various activities that can be implemented, among others, is intra-school students organization. The role of intra-school students organization in middle school first NSQ can internally mobilize existing resources, externally capable of adapting to the environment, such as: solving student deviant behavior problems and so on. Thus the intra-school students organization preventively managed to participate in securing the school from all threats coming from within and outside. The intra-school students organization preventive role will be realized if the role of intra-school students organization as a driver should be realized first.

The second form of leadership character education that is held in NSQ second first school is a scout activity. Scouting education activities are carried out through the Front Scout Movement Scout based in NSQ first secondary school and is a coaching effort through the process of teaching and learning activities at NSQ second first school.

## **CONCLUSION**

First, the planning of students leadership character building in NSQ first school is done through the mechanism of work meeting at the beginning of the school year. Organizing the guidance of student leadership character in secondary second first NSQ is done by creating an organizational structure that contains roles and responsibilities in carrying out the character building of student leadership. The implementation of leadership character building of students in NSQ second first school conducted

through intra-school students organization program, Scouting. Supervision of students leadership character building in NSQ First middle school conducted directly by the principal and the board of the Foundation.

Second, teacher's role in leadership character education at NSQ secondary school is realized in the form of: (a) Optimizing teacher's role in learning process, (b) Integration of character education materials into subjects; (c) Optimizing self- noble character and morals, (d) Cooperating with parents of learners and the community in character education development, and (e) Being an exemplary figure for learners.

Third, the implementation of character education in the first secondary school NSQ conducted with reference to Permendiknas Number 39 of 2008 on Student Development, the implementation of which is focused on OSIS and Scouting activities.

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