



The Role of Principal Leadership in Improving Ethical Teachers Works of Islamic Education

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ABSTRACT

This study aims to describe the principal's leadership role in increasing teacher morale, describe the principal's efforts to improve teacher work discipline, and describe the strategies employed by the principal to improve a good work ethic at IT Al Asror Middle School, Sekampung Case District in East Lampung District, Province Lampung. This study uses a type of qualitative research. The approach used is phenomenology. Data sources were taken from 4 people as informants. Data collection procedures include interview techniques, observation, and documentation studies. The results of research findings at IT Al Asror Middle School are: (1) The leadership role of the principal is to improve the teacher's work ethic in building student character, more importantly the principal provides motivation with a high spirit of intention to carry out his duties and responsibilities as a leader (2) Efforts carried out by the principal to improve the work ethic are compiling school programs, vision, mission and goals as well as evaluating the performance of teachers and employees, timely attendance, preparing lessons according to the lesson plan and the methods used in PAIKEM learning (3) the principal's strategy in improving the teacher's work ethic is to provide appropriate salaries, provide comfortable, clean and disciplined facilities in the school environment. The conclusion of this study is the leadership role of the school principal in improving the teacher's work ethic in building student character as a motivator, educator and motivator in providing good morale. tall and as a leader must create discipline, comfort, and high security in order to maintain the implementation of quality work in the school environment

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INTRODUCTION

Education is part of national development which aims to increase the dignity of the nation and the quality of human resources. According to the Law on the National Education System Number 20 of 2003 Article 1 paragraph 1 namely: education is a "conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual strength, religion, self-

control, personality, intelligence, noble character, and the skills needed by him, people who are trying to develop their potential through the learning process available in the paths, levels and types of education (Muhammad Rohman, 2012).

With the existence of the National Education System, it is hoped that the government can manage it professionally with a good work ethic or morale. It is indeed not as easy as expected and dreamed of to realize a work ethic in the educational environment. The various changes that have occurred in the world of education require organizations, both private and public organizations, to innovate in order to face the demands of being globalized and to strive to formulate policies that are in line with environmental changes. An organization must be able to formulate effective policies to address any changes that will occur both learning problems, enthusiasm in the work faced by teachers, staff and students to achieve school program goals.

Improving the quality of this learning process will greatly depend on school management and the teaching/approach applied by the school principal's strategy. Principal leadership has been shown to influence the implementation and maintenance of change and correlate with student learning outcomes (Nurasiah, Murniati AR, and Cut Zahri Harum, 2015).

The role of the principal as a manager in schools plays an important role in efforts to move teacher ranks to have a high work ethic, with leadership that is in harmony with the work environment, and mature coordination. The principal is expected to be able to bring along the teacher to carry out the learning process optimally so that he can provide the best possible service to the community, especially students. Leadership is a process of influencing others to take steps or actions towards a common goal. Therefore leadership is an activity of influencing other people to want to work to achieve predetermined goals (Sri Purwanti, 2013)

The principal as a good leader is a principal who has special characteristics or characteristics which include personality, basic skills, experience and professional knowledge, training and professional skills, administrative and supervisory knowledge. The abilities that must be realized by the principal as a leader can be analyzed from personality, knowledge of education staff, vision and mission of the school, decision-making ability and communication skills. Principal leadership styles, there are at least four leadership styles that are often practiced by school principals and are seen as representative of improving teacher performance, namely transactional, visionary, transformational and situational leadership styles (Siti Nurbaya M. Ali, Cut Zahri Harun, and A. R. Djailani, " The Principal's Leadership Style in Improving Teacher Performance at Lambaro Angan Public Elementary School," *Journal of Educational Administration: Unsyiah Postgraduate Program* 3, no. 2 (2015). In managing school organizations, the principal has a very important role in organizing his subordinates so that the school organization can run as expected. The principal is the main figure who can set an example, and good behavior for his subordinates, the good and bad things that are applied by the principal, then that is what is exemplified by his subordinates.

So the leadership role of the school principal in carrying out his duties as a leader who is truly fair to his subordinates, improves the teacher's work ethic to build student character, it can be said that the principal can improve the teacher's work ethic, and teachers can appreciate themselves for supporting the principal's performance so that there is reciprocity feedback, which gives each other better motivation, and can carry out their duties with full responsibility, so that the goal of forming the character

of the students that the school wants can be achieved. As is the purpose of education itself.

So great is the role of a teacher in dealing with a change. The community and even the state have high hopes for teachers. The teacher is no longer a teacher in the classroom to educate students with academic content. On the shoulders of the teacher is the responsibility to change the chaotic condition of society. Teachers now act as agents of change. Thus a teacher is required to have a soul of migration. Teachers must always make changes. Of course the changes are positive. Teachers who are aware of their responsibilities as agents of change will not stop to improve themselves. Teachers who become agents of change realize that their eternal nature is change. If you don't want to be aware of change, you will be crushed by change. The mandate of this law is very clear that children's abilities and children's character are built through education. Likewise with dignified national civilization, all of that is also built through education in the context of educating the nation's life. That is the function carried out by education. If all of these cannot be carried out, then the function of education will fail (Gussevi and Muhfi, 2013).

Based on this description, the authors are interested in conducting research with the title, "The Role of the Principal's Leadership in Improving the Teacher's Work Ethic in Building the Character of SMP IT Al - Asror Sekampung Middle School Students, East Lampung Regency. The purpose of this study is based on the formulation of the existing problems, namely Describe the leadership role of the Principal in improving the teacher's work ethic in building the character of students at SMP IT Al-Asror Sekampung, East Lampung Regency. Describe the procedures and steps desired by the Principal to improve the teacher's work ethic at SMP IT Al-Asror Sekampung, East Lampung Regency. Describe the strategies carried out by the principal and teachers in building the character of students at IT Al-Asror Sekampung Middle School, East Lampung Regency.

METHOD

This type of research is field research (field research) with a qualitative approach, namely the event is carried out systematically emphasizing data disclosure based on facts obtained from the field (Winarno, 2013). The design of this study examines every event that occurs and the concepts of thinking about the role of the school principal in improving the teacher's work ethic. The use of this design is; (1) to provide research background boundaries, (2) this study presents in depth and comprehensively the role of the principal in improving the teacher's work ethic to build Student Character at SMP IT Al-Asror descriptively, (3) the research data obtained is analyzed quantitatively inductive, and (4) the essential meaning in this study is the most important thing.

The core research approach is a description of the chosen research approach, namely a qualitative research approach. To describe clearly and in detail the data to be obtained from this study, the researcher used a descriptive qualitative research approach. The reason for the researcher to describe clearly and in detail and to obtain in-depth and accurate data from the focus of the research is a must for the researcher in this study, therefore to make this happen the researcher used a qualitative approach. In this research, it will produce descriptive data in the form of written or spoken words from people and behaviors that can be observed by researchers.

According to David Williams Moleong qualitative research is the collection of data in a natural setting, using natural methods, and carried out by naturally interested

people or researchers. This definition clearly illustrates that qualitative research prioritizes natural settings, natural methods and is carried out by people who have natural concerns.

The data sources of this research are primary data sources and secondary data sources. Primary data is data obtained directly from the field. While secondary data is data derived from reading materials (Nasution, 2015)

The population is the whole object in the form of people, objects, events, and symptoms that occur. While the population in this study was SMPS Al-Asror Sekampung, East Lampung Regency. For the sample in this study are as follows:

1. Head of SMP IT Al-Asror Sekampung, East Lampung Regency.
2. Deputy Head of Student Affairs SMP IT Al-Asror Sekampung, East Lampung Regency.
3. Deputy Head of Curriculum for SMP IT Al-Asror Sekampung, East Lampung Regency.
4. Teacher Council of IT Al-Asror Middle School in East Lampung Regency. In this study researchers used data collection techniques

as follows :

1. Observation Method

Observation is a data collection tool to obtain a clearer picture of social life which is difficult to obtain by other methods.

The purpose of the observation is to find data about the education system at SMPS Al-Asror Sekampung, and what is certain about the role of the Principal in Improving Teacher Performance at SMPS Al-Asror Sekampung Kab. East Lampung.

2. Interviews / Interviews

Interview or Interview is a form of verbal communication so it is a kind of conversation that aims to obtain information. In this kind of interview, a list of questions was not prepared beforehand. The interviewer only faces a problem in general, for example sex education, he may ask whatever is deemed necessary in the interview situation. The purpose of this interview is to obtain data that can be processed to obtain things that are general in nature which show similarities with other situations.

3. Documentation

The documentation method can be interpreted as a method used to find data on matters or variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, minutes of meetings, posters, agendas and so on (Suharsimi Arikunto, 2010).

This documentation technique aims to examine data about the general description of SMPs Al-Asror which includes school history, geographical location, number of students, management structure, condition of facilities and infrastructure and others.

RESULT AND DISCUSSION

The Role of the Principal in Improving Teacher Work Ethics at SMP IT AlAsror Sekampung

Based on interviews and observations of researchers at SMP IT AlAsror Sekampung it is quite good,

- a). that according to Mr. Suparno, S.Pd as an educator shows a high commitment to improving the competence of the teacher so that teaching and learning activities can run effectively and efficiently, besides that the teacher is able to master Class Management well, namely by mastering the character of students, creating a class atmosphere which is conducive in accordance with the work program of the school/madrasah.

- b). As a Manager I carry out maintenance activities and professional development of teachers such as providing opportunities for continuing education and training outside of school,
- c). As an Administrator I try to make financial management for budget allocation in increasing teacher competence, teacher salaries so that they remain enthusiastic in carrying out learning activities, but in this research regarding the issue of school budgets it is very confidential, which is expected by Mr. Suparno, S.Pd to continue trying to increase teacher morale, what is hoped for and dreamed of by teachers can be achieved even though the school/madrasah has private status,
- d). As supervisor the principal conducts visiting activities to observe the learning process with methods, media, and the extent of the aspects in the learning process. With that the results of this teacher are collected, often hold meetings as a follow-up,
- e). As a leader, you must adjust your leadership style according to the work situation that is carried out.
- f). The role as creator of the working climate of the school/madrasah principal, creating a safe, comfortable, safe room atmosphere for students, but a clean, neat, fragrant, and conducive workspace affects the performance of teaching staff and education itself,
- g). There is an entrepreneurial role, the purpose of entrepreneurship is not the trading results obtained, but entrepreneurship is that the principal of the school/madrasa can make changes that continue to provide competitiveness in the academic and non-academic fields. For example, for teachers who excel, I don't give prizes in the form of goods, but I provide assessments for data on teachers who want to be promoted/certified. For students I provide opportunities in their areas of expertise, namely training students in developing their cognitive, affective, psychomotor attitudes by participating in school Olympiad competition activities both at the school or district level.
- h). Role as a Guidance and Counseling Service, school principals continue to face situations whereby they must provide motivation with guidance and counseling to both teachers and students.

The researcher's analysis of the leadership role of the school principal in increasing teacher morale is in accordance with Hick's theory that the principal is essentially a source of enthusiasm for teachers, staff and students. Therefore, the principal must always inspire, be confident in teachers, staff and students, so that they enthusiastically accept and understand school goals, work responsibly towards achieving school goals.

As for the researcher's analysis, there is a more concrete theory regarding the leadership role of the principal which is related to increasing morale, namely: Regarding the role of the principal in improving the teacher's work ethic at SMP IT Al Asror Sekampung, According to the Ministry of National Education, the principal has several main roles, namely:

1. *Educator* (educator). Learning activities are the core of the educational process and the teacher is the main implementer and development of the school curriculum.
2. *Manager*. In managing the education staff, one of the tasks that must be carried out by the school principal is to carry out maintenance and professional development activities for teachers, such as: school-level MGMP/MGP, *in house*

training, discussion of professionalism, or opportunities for continuing education and training outside of school

3. *Administrator*. The school principal acts as a financial manager, that achieving an increase in teacher competence cannot be separated from the cost factor.
4. *Supervisor*. Supervisors are very important to be carried out by the principal in order to find out how far the teacher is able to carry out learning and periodically the principal needs to carry out supervision activities. Supervision activities are carried out through class visits to observe the learning process directly, especially in the selection and use of methods, media, and the extent to which students are involved in the learning process.
5. *Leader* (leader). In leadership theory, at least we recognize two leadership styles, namely task-oriented leadership and human-oriented leadership. In order to improve teacher competence, school principals can apply both leadership styles appropriately and flexibly, according to existing conditions and needs.
6. *Work climate creator*. Conducive work culture and climate.

By creating a conducive working atmosphere or climate, it will make the teaching and learning process materialize effectively and efficiently.

7. *Entrepreneur*. In applying entrepreneurial principles associated with increasing teacher competence, the principal must be able to create innovation, comparative advantage, and take advantage of various opportunities.
8. *Role as a Guidance and Counseling Service* As a leader in a group or organization, the school/madrasah principal will face various situations that require him to provide guidance and counseling services to both teachers and students. This service is expected to be able to help find solutions or solve personal, social and educational or career problems in the future.

It can be concluded that a school/madrasah principal is a yardstick for determining the quality of teacher morale in the learning process, with that the role or duties of a school principal's responsibilities. Madrasahs must be in accordance with the description that has been described. For this reason, first the school/madrasah principal must be enthusiastic about working even though there are so many tasks and responsibilities. With this, it is hoped that there will be good teamwork to achieve competitive education at IT Al Asror Sekampung Middle School. Even though the status of this school is private, the school/madrasah principal, staff, and teacher council must give confidence so that the local community believes in the quality of this school to entrust their children to occupy education in this school. For parents, it is hoped that with the existence of a school here, it is hoped that they will continue to excel and believe that the school is able to provide graduates that can be held in the future.

The Efforts Made by the Principal to Improve the Work Ethics of IT Al Asror Middle School Teachers

Efforts of the Principal as an agent of change in improving Teacher Work Discipline at SMP IT Al Asror Sekampung East Lampung.

- a. Adherence to working hours
- b. Obedience to orders from superiors and applicable regulations
- c. Feel happy at work

d. Work in ways that are mutually agreed upon

The findings of researchers at SMP IT Al Asror Sekampung East Lampung Regarding work discipline Discipline is an element of work enthusiasm, that the school's work discipline is already going well in accordance with school regulations, although some are still lacking discipline in attending on time due to factors from teachers who live far away, regarding the situation at home, the presence of teachers and employees who still don't understand what the intention is to improve discipline. According to Mr. Suparno, discipline begins with the school/madrasah principal. Pak Suparno usually leaves early, arrives before 7:00 a.m., earlier than the other teachers, leaves earlier and returns later.

The researcher's analysis in this finding is that the existence of a school/madrasah principal first provides discipline for him/herself to carry out school activities with high enthusiasm, to achieve this school/madrasah education program. Because of his attitude the teachers became diligent and reluctant if they came late. Discipline is not only aimed at students but teachers also need to improve their discipline because the teacher is an example for their students. With this analysis, the researcher found a theory of work discipline, namely: Several measurements to see good work discipline according to Alferd R. Lateiner are as follows

The results of this analysis are related to the theory that 80% have fully implemented work discipline. For this reason, it is hoped that the role of the principal will continue to strive to improve this work discipline, and it is also hoped that teachers and staff will work together to maintain this discipline, because creating a disciplined environment is a specific goal of the vision and mission, for that teachers and staff also must know the vision and mission of the school in order to produce a culture of discipline in all aspects.

With this theory further strengthened by E.Mulyasa, the principal as a leader in the school has a great responsibility to meet the expectations of various parties involved, according to the role and duties of the principal, namely as a leader, manager, educator, administrator, innovator, supervisor and motivator. With the role that the principal/teacher has, it is hoped that the level of teacher discipline will continue to increase. Discipline problems are not only related to the level of time problems, but in this school/madrasah it develops teacher competence in the learning process. Relating to discipline means also related to the teacher's work enthusiasm to carry out their duties and responsibilities. Teachers here have been said to be professional and have a very participative attitude towards students. That is, teachers are parents in schools/madrasas, so as principals of schools/madrasas and as educators express an attitude of perseverance, not never giving up, enjoying the tasks given .

Through discipline in the learning process in schools/madrasas, they have followed the regulations regarding work programs that have been implemented. The results of interviews and observations prove that teachers often include education and training, MGMP, seminars, training in order to increase achievement and insight into education. Implementation of upgrading and workshops to develop teachers' abilities in carrying out the teaching and learning process. The implementation is carried out by inviting one or several experts as resource persons.

As a motivator, Mr. Suparno as the head of the school has the right efforts to provide motivation to teaching staff in carrying out various tasks and functions. Motivation can be grown through:

- a. Provision of adequate facilities and infrastructure

Supportive and adequate facilities are the hope of all schools, including the hope of school principals trying to improve existing facilities, so that teachers feel comfortable in teaching. Infrastructure or equipment is also a support in the teaching and learning process.

b. Drive/Motivate

Each educational staff has different characteristics from one another, so that they require special attention and service from their leaders, so that they can use their time to improve their professionalism. Pak Suparno motivated all educators and other teaching staff to continue to be creative in improving the quality of learning.

c. The implementation of supervision at IT Al Asror Middle School Sekampung East Lampung was carried out by two people consisting of Mr. Suparno, the principal and a trusted person. In this case, it was handed over to Mr. Ifan Suryanto, S.Pd (head of curriculum), the two of them together supervised every semester.

In improving the work ethic of teachers, the principal encourages teachers to be creative and innovative by taking several approaches to teachers and staff, especially the Subject teachers who are at SMP IT Al Asror Sekampung Lampung Timur. These approaches are carried out by familiarizing oneself with the teacher, for example visiting the teacher's room. From the results of the interviews that the researchers conducted, it was shown that the principal had a good relationship with the teachers and staff at SMP IT Al Asror Sekampung East Lampung, Mr. Alaman's attitude became a motivation for teachers and teachers to feel cared for by the principal so that if there was teachers do not hesitate to discuss it with the principal.

The Principal's Strategy to Improve the Work Ethics of IT Al Asror Middle School Teachers

Based on the results of the research that the researchers found and the results of the analysis at SMP IT Al Asror Sekampung East Lampung regarding the principal's strategy in improving a good teacher work ethic are: Mr. Alman as the principal of the school/madrasah continues to strive for teachers to create a good work ethic, namely: 1. By carrying out participatory management, namely good cooperative relations with all parts of the school community, 2. providing salaries/wages so that teachers remain enthusiastic in their work. With sufficient income, teachers will concentrate on their profession. 3. Creating a work environment for staff employees, teachers, and student study rooms. If the working atmosphere is comfortable, surely every teacher can carry out their duties effectively and efficiently. The work environment is divided into two, namely: a) the socio-psychological environment, namely a harmonious environment between teachers, teachers and school/madrasah principals, and teachers, staff, school/madrasah principals and TU staff can support the successful performance of teachers. b) physical environment: the work space must be clean, there is a special room for work, equipment and furniture are neatly arranged, have good lighting, good air circulation and away from noise. 4. Develop students' cognitive, affective and psychomotor attitudes, 5. In essence, know the roles and responsibilities of a teacher based on the competencies they have.

With the explanation above from the research, teachers and staff also expect the same situation, namely by: providing adequate facilities, having a safe, comfortable and beautiful working atmosphere, having good teamwork, continuing to hold scientific work training, workshops, training to support professional teacher work behavior.

From the results of the analysis it can be concluded that how important the principal's leadership strategy is in creating the teacher's work ethic. With a high work ethic, a high work intention will result in high teacher work quality and vice versa, if the work intention is low it will result in low work quality. The results of the conclusions above, researchers get a strong theory from Jansen, eight superior Work Ethics, namely:

1. Work is grace, work sincerely and gratefully
2. Work is Trust, work is full of responsibility
3. Work is a Call, work thoroughly with integrity
4. Work is actualization, work hard full of enthusiasm
5. Work is Worship, serious work full of love
6. Work is Honor, work excels full of diligence
7. Work is Art, work intelligently full of creativity
8. Work is service, work humility.

If the eight work ethics are carried out properly, the quality of work will certainly run well.

CONCLUSION

Based on the results of research that has been conducted regarding the Leadership Role of the Principal to Improve the Teacher's Work Ethic in Building the Character of the Students of IT Al Asror Sekampung Middle School, East Lampung, the following conclusions are drawn: The Role of the Principal's Leadership to Improve the Teacher's Work Ethic For this, the principal must first be enthusiastic in work and set an example for the board of teachers and staff even though there are so many duties and responsibilities, with this it is hoped that there will be good teamwork to achieve competitive education at SMP IT Al Asror Sekampung Lampung Timur. Efforts by the Head of School in Improving Teacher Work Discipline in SMP IT Al Asror Sekampung East Lampung. It can be concluded that the work discipline of teachers here has been said to be good, because of the attitude of the school/madrasah principal who is always on time to attend, carry out his duties, there is an orderly worship by carrying out Dhuha prayers and congregation at the mosque at noon. The principal tries to create free time with useful activities. There is also the provision of wages/salaries according to the work, completing the facilities that have not been met, creating a comfortable working atmosphere, good teamwork, communication between the school/madrasa principal and staff employees, teachers and students, and continuing to hold scientific work training, workshops, training to support professional teacher work behavior. The strategy of the Principal of IT Al Asror Sekampung East Lampung Middle School in shaping the character of students is through an integration strategy, integrating character through programmed activities, through exemplary, reprimand, motivation, environmental conditioning, routine activities/habituation and character integration through learning activities. the principal in shaping the character of students fosters teachers in preparing lesson plans that contain character values, among other things, monitoring teachers in carrying out character learning in class, supervising the running of character education activity programs, checking the condition and integrity of SMP IT facilities Al Asror Sekampung as a supporter of the character education process, and evaluates character education programs continuously.

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