

Efforts to Improve the Integrity of the Principal with the Moral Debate Model

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Abstract: Integrity is the quality of honesty and moral principles in a person that is carried out consistently in his life as a whole. Integrity is the personality of someone who acts consistently and intact, both in words and deeds, following values and code of ethics. Efforts to strengthen the dedication and integrity of school principals and teachers are important to prepare the Indonesian generation to enter their time by continuing to renew competencies to provide the best education services. The moral debate is used as an approach to increasing the integrity of principals. Various things related to education can be used as topics in the moral debate of the principal. All these topics must remain within the corridors of Indonesian nationality. National values become the main thing to improve the quality of school education through the leadership of the principal. This is expected to foster the value of patriotism for students.

Keywords: integrity, principal, moral debate

I. INTRODUCTION

Based on any perspective or dimension in the development of civilization so far, agreed or not, integrity is the highest standard of leadership [1]. The success of an organization, including an educational organization, is largely determined by the quality of integrity of the principal as the head of the school. The destruction of an institution, whatever its form and field of work, is very much determined by the integrity aspect of the leadership in carrying out its leadership duties. Cases of weak integrity and their impact on the quality and acceptance of schools by the community that occurred so far, prove that integrity is the most important element that determines the credibility and quality of schools. The moral debate is one model that can be used to improve the integrity of principals. Integrity is important in the administration of education.

The debate is an activity of mutual argumentation between individuals or between groups of people to determine whether or not a particular proposal is supported by a party (supporters) and is denied by other parties (denial). The debate is carried out not without purpose, of course, there are things that all parties want to achieve. As for some of the aims and benefits of holding a debate are: (1) train the courage or mentality in expressing opinions in public; (2) train to break the opinions of debate opponents; (3) helps to improve the ability to respond to a problem being debated; and (4) train yourself to be critical in any material being debated; (5) solidifying the understanding of the material being debated. The debate is a discussion or exchange of opinions on an issue in which each participant gives reasons to defend his opinion.

Consistent leadership shows exemplary influences in others [2], [3], which means providing impetus to motivate him in building integrity, understanding in depth

the principles of growing integrity [4]. Every leader must be able to understand the meaning and meaning of integrity that can be applied in his life. How to encourage yourself and others to move the power of the mind by understanding the meaningful elements as an approach in motivating themselves to build trust and confidence as a starting point for leaders to be able to do something for the betterment of themselves and their schools.

Awareness of the importance of integrity led all organizations to put integrity aspects as a priority program [5], [6], although in different forms. In Indonesia, at the central level, a body called the Corruption Eradication Commission is formed. At the school level, especially in every exam implementation, the honesty aspect is always emphasized, even required to sign an integrity pact. Principals who have integrity, ethics, and values will become reliable education leaders [7], [8]. Integrity is a universal value that serves as a benchmark for leadership in various fields.

II. MORAL DEBATE CONCEPT

The debate is a structured argument. The two parties speak in turn to defend the argument that is commonly based on topical issues [9]. Unlike the arguments that others might have, each person is given time to talk and each interruption is carefully controlled. The subject of disputes is often pre-arranged so that someone may have to support an opinion that is usually not approved. One must also argue as part of a team, being careful not to conflict with what other people say on their own. Arguing is the best way to improve speaking skills and is very helpful in providing experience in developing convincing arguments. Someone who is forced to argue with his point of view will realize that arguments like coins, always have at least two sides.

The moral debate is an activity of arguing between two parties or it could be more, both individually and in groups discussing moral issues. The moral debate can also be defined as a form of communication using colliding arguments to convey ideas logically and supporting evidence from each party who is debating about social moral values. The moral debate has the purpose of discussing or deciding issues and differences in something morally related. The debate is carried out with clear rules so that the outcome of the debate can be generated through voting or a jury's decision. Simply put, a debate is a discussion or exchange of opinions on a matter and give each other a reason to defend their respective opinions.

Communication in the form of debate can be recognized through its characteristics. The characteristics of the debate are: (1) there are two different opinions or points of view, namely affirmative or those who agree with the topic of debate and also negative or those who disagree; (2) there is a process of mutually maintaining opinions between each party to the debate; (3) there was a process of argumentation to defend the opinion of each party; (4) there is a question and answer session with limited time where the aim is to knock each other out of the debate; (5) there is an intermediary party, namely the debate moderator; and (6) the results of the debate are obtained through a jury's decision or voting.

The debate is a mutual argument between individuals or between human groups to achieve victory for one party. There are several important elements of the debate that complement each other. Referring to the definition of debate, the elements of debate are: (1) debate material, which is the main topic that will be discussed in the debating activity; (2) debate personnel, i.e. all parties involved in debating activities; and (3) debate facilities, i.e. all equipment and tools needed for the debating process to run properly.

Referring to the definition of debate, a debate is said to be good if it fulfills the structure: (1) introduction, in this structure each team will introduce themselves, both the opposition team's affirmation team and the neutral team; (2) submitting an argument, each team will submit an argument on a certain predetermined topic starting with the affirmation team, then the opposition team, and finally the neutral team; (3) debate, for this structure each team will comment on each other's arguments; (4) conclusion, each team will provide a closing statement to the statement of the topic in accordance with its position in the debate team; and (5) decision making (voting, resolution, motion, etc.), there are three types of decisions taken from the debate process, namely the decision of the jury, the listener's decision, and the decision with criticism.

There are several skills that a person must possess in conducting moral debates, namely: (1) style; (2) speed; (3) tone; (4) volume; (5) clarity; (6) use of notes and eye contact; and (7) content [8]. The following will describe the seven skills. Style is a way of communicating an argument. This is the most basic part of the debate to be mastered [8]. Content and strategy are of little value unless someone submits the material confidently and persuasively. Speed, it is very important to speak at a speed fast enough to sound smart and give someone time

to say what they want, but slow enough to be easily understood. Tone, this tone variation makes it sound interesting. Listening to one note for the entire presentation is boring [8].

Volume, speaking out loud is sometimes a necessity, but there is no need to shout through every debate, regardless of the context. There is no need to speak louder than the volume at which everyone in the room can comfortably hear. Shouting does not win the debate. Speaking too slowly is disastrous because no one can hear. Clarity, the ability to succinctly and address complex problems is at the heart of the debate. The main reason people start to sound unclear is usually that they lose the "flow of thought" that keeps them going. It's also important to keep it simple. Although long words might make someone sound smart, they might also make someone incomprehensible [9].

Using notes and eye contact, notes are very important but must be concise and well-organized to be effective. There is absolutely no point in trying to speak without notes. Of course, notes should not be prominent and damage a person's contact with the audience, nor should they be read verbatim. Most people sketch the main titles of their speeches, with a brief note below each. When writing notes for rebuttal during a debate, it is usually better to use a separate piece of paper, so that someone can record the details of what the other speaker is saying and then transfer the rough outline to the actual notes to be used. Eye contact with the audience is very important but keep changing views. Nobody likes to be stared at. Content is what someone says in a debate. The argument used to develop the case of the self and refute the opposing party. Information about content is a general description of what to expect when arguing.

Morality is a means to an end. Usually, that goal is goodness. Someone behaves in a way that achieves well. Morality is a regulation of behavior [10]. Therefore, morality is a means to achieve good through the regulation of behavior. But morality depends on values. There is no universal value. Religion, culture, individuals, and countries have very different values. It can be said that one must respect the attributes that accentuate the goals of the organization. But only created objects have a purpose.

The fork has a purpose, television has a purpose, and the telephone has a purpose. But man is not made, he evolved. Therefore, humans do not have goals, inherent goals that make objective morality impossible. Because of this lack of standardization, the only appropriate place for morality is in the household or place of worship. The last thing needed is to delegate the responsibility of collective morality to society at large. Society allows television, internet, and schools to raise students and they are expected to be better than before morally and integrally [10]. Society must need to uphold morality.

III. MORAL DEBATE TOPICS

Various things related to education can be used as topics in the moral debate of the principal. Issues that can be used as topics are educational leadership, educational supervision, education administration, education management, education policy, education finance, educational infrastructure, community participation,

student development, or curriculum. All these topics must remain within the corridors of Indonesian nationality. National values become the main thing to improve the quality of school education through the leadership of the principal. This is expected to foster the value of patriotism for students. In the era of globalization which is marked by advances in the world of science and technology provides change and pressure in life. Globalization will affect the character of students who tend to ignore moral education. The ideal goal of education is not just to form students who are smart and have skills in carrying out tasks but seeks to form students who have morals, so they have a noble personality by the character of the nation.

So it needs a study that examines these fields in an integrated manner. Quite often organizational failure is due to poor management [11], meaning that planning, organizing, mobilizing, and supervising are not carried out properly or even deviate. Without the management of education that is established and can be applied, the implementation of education will also run not optimal and appropriate and also affect the achievement of educational goals that are not optimal. The education management process is at the heart of the organization of education so that it runs smoothly, precisely, and optimally. Based on this, an education manager certainly has to master and be able to implement education management.

Education management, in this case, does not mean that now it is "not alive" but it is necessary to have an integrated and comprehensive arrangement in the field of education management as well as other fields that sustainably cling to education management so that education management becomes an activity that must be and deserves attention. Now many people talk about education management. After that, there is a need for a massive internalization of stakeholders regarding the process of education management. Internalization is the process of inserting, accustoming people to behave according to their ideals if they don't do it like something is lacking in themselves. Internalization is an appreciation of a doctrine, doctrine, or value so that it is a belief and awareness of the truth of a doctrine or value embodied in attitudes and behavior. So that every education manager implements and lives the education management process to support the achievement of educational goals.

If it refers to the substance of education management, the studies that can be used as the theme of the principal's moral debate are: educational planning; education management; education supervision, monitoring and evaluation; educational organization; integrated quality management; strategic management; curriculum management and learning; student management; human resource management; infrastructure management; financial management; special service management; community participation management; office management; and educational entrepreneurship. Studies on educational supervision, educational leadership, educational policy, character education, educational innovation, the education profession, and educational technology can also be the theme of the principal's moral debate. The existence of the principal's moral debate will increase the insight of the beginner's headmaster's knowledge in leading the organization of school education. This insight will be more meaningful

when supported by the performance of school principals, teachers, and reliable school staff.

IV. MORAL EDUCATION

Moral education today is very important, given the number of juvenile delinquency cases that are often found in the news. Therefore, parents and schools must always give advice and religious knowledge to students. Religious education is very important to be taught to students from an early age, to create good morals, so students have strong religious knowledge, know good deeds with bad deeds [12], [13]. And it will be better and more effective if moral education can also enter the family. So, every family, especially parents, can give moral education lessons to students. A good example of living a life with a positive attitude and morals is very influential for students. Students will naturally emulate their parents whatever they do. So, when parents do good deeds, more or fewer students will also follow it.

In Indonesia, moral education has existed at every level of education. In elementary schools, the development of moral education never departs from the noble values that exist in the moral order of the Indonesian nation which is clearly stated in Pancasila as the basis of the state. The Pancasila Moral Education, which from basic education has been taught certainly has a very noble purpose, nothing else to form students as religious individuals, have a sense of humanity, tolerance for the sake of unity, uphold the values of deliberation for the people as well as essential justice. Departing from these objectives, in its implementation, there are three important factors in moral education in Indonesia that need attention:

1. Students who have a level of awareness and differences in the development of uneven moral awareness, it is necessary to identify which leads to an understanding of the condition of the moral development of the students themselves.
2. Values (moral) Pancasila, based on the stages of awareness and development of human morals, it is also necessary to know the level of the ability of students. This is important considering that with the different stages and levels, all moral values contained in the moral education have certain limitations to be imprinted on the moral awareness of students. In other words, if Pancasila has 36 items of moral values, it must also be understood the process of understanding students based on the level of awareness and the level of strength of the value of awareness itself.
3. The teacher as a facilitator, when examining Kohlberg's theory of human moral development, the teacher should be a facilitator who gives possibilities for students to understand and live the values of moral education.

School by paying attention to the three things proficiency level, the process of human moral development that runs in the path of education will certainly run according to the stages of moral development in each human being. And usually, in an environment where there is a religious school, students are taught about religious sciences that are beneficial to life. Students will learn more about religion and be taught

by teachers who are respected by the local community. Moral education is taught with independent behavior that makes students behave to be a good person. In this day and age promiscuity is very worrying, parents have a lot to supervise and educate students, so as not to participate in such bad associations. Education is an effective vehicle for students to develop their potential and shape students into good personalities in living a social life.

V. CONCLUSION

Moral and legal values have a very close relationship. Values considered important by humans must be clear, must be increasingly believed by individuals and must be applied in action. Morality is identified with good deeds and bad deeds which the way to measure is through the values contained in these deeds. Values, morals, and law have a function that is to serve humans. The moral debate is used as an approach to increasing the integrity of principals. The integrity of the principal is very important in the administration of education in schools.

Principals with high integrity will appear as they are in themselves and others, able to appear confident and without burden, able to establish true relationships with others, can be trusted and trustworthy, feel comfort, peace in themselves so that they are expected to be successful headmaster. Successful school principals will affect improving student learning. This is because successful school principals will be able to move teachers to carry out good learning. Successful school principals will always provide guidance and even provide examples of good learning for teachers.

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