

Efforts to Improve the Morality of Principals Through Priority Analysis of Moral Debate Topics

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Abstract: Leaders with integrity are leaders who are able to demonstrate conformity internally (mind and heart) and externally (actions and words). Therefore, it is hoped that every principal is able to become a leader who has integrity so that efforts to achieve superior schools can be achieved. The purpose of this study is to analyze the priority topics of the principal's moral debate as an effort to improve morality. Descriptive quantitative approach was used in this study, with respondents as many as 82 principals of elementary school in Malang City, East Java, Indonesia. Based on the research results, it is known that the topics of principals' performance, teacher performance, staff performance, and new student admissions are in the high priority category, while the topics of school facilities and infrastructure, school finances, student achievement and school culture and environment are in the very high priority category.

Keywords: moral debate, morality, principal, elementary school

1. INTRODUCTION

Education carried out at the elementary school level has strategic value because elementary school is a place intended to help students grow mentally, emotionally, and physically. The principal is one of the most vital human resources in schools [1], [2]. Effective schools must have principals who are aggressive, dynamic, and professionally careful in delivering important educational programs. There are no good schools with bad principals.

Professional school principals are expected to have high integrity in carrying out their duties [3]. The term integrity has been defined in various ways. Integrity is defined as honesty, truthfulness, authenticity, reliable consistency between words and action, and therefore describes a kind of 'wholeness' [4]. By having morality, his leadership strength can have a positive effect on educational and learning activities so as to improve school performance [5]. Principals with morality will not distort facts for personal gain; they are willing to stand up and stand up for what is right; they will be careful to keep promises; and they can be counted on to tell the truth. Turknnett [6] states that morality is the basis of careful leadership and engagement between respect and responsibility.

Ironically, there have been several cases of immoral acts committed by school principals in Indonesia, such as corruption, nepotism, physical violence, and sexual harassment [7]–[10]. This of course becomes very ironic because it is carried out by the highest leader in an educational institution.

Based on these problems, a model is needed that can overcome or at least reduce immoral acts committed by school principals, teachers, staff and students. Based on the results of research by Bafadal et al., [11] moral debate can be used as a model that can improve the integrity of the principal.

The word "debate" has various meanings depending on the context. Debate can be defined as 1) arguments or discussions that express different opinions; and 2) formal discussion of an issue at a public meeting or in parliament [12]. There are several skills that a person must possess in conducting a debate, namely: (1) style; (2) speed; (3) tone; (4) volumes; (5) clarity; (6) use of notes and eye contact; and (7) content [13]. Debate can develop the ability of accuracy, public speaking skills, and critical thinking skills. These skills can be transferred to other academic activities such as writing academic papers, giving presentation, and small group discussions. Basically, an academic debate consists of two teams (negative and affirmative) debating resolutions/propositions. Teams take turns giving presentations. Each exposure has a time limit. The teams present their presentations to the debating opponents and the jury. There is also a timekeeper and Debate Chair. At the end of the debate, the jury judges the debate and announces the winner. In short, academic debate is a rule-governed affair that follows a regulated process to present logical arguments in the form of competition.

Morality is identified with good deeds and bad deeds whose way to measure it is through the values contained in these actions. The characteristics of a principal with high

integrity are able to provide inspiration, motivation, and empowerment to teachers, staff and students. Integrity is, credibility, consistency, and honesty; a leader must put these values into action [5]. A leader has an unavoidable responsibility to set high standards to guide the behavior of school community [14]. In short, leaders with integrity are leaders who are able to demonstrate conformity internally (heart and mind) and externally (words and actions) [15]. Therefore, it is hoped that every principal is able to become a leader who serves and has integrity so that efforts to achieve superior schools can be achieved.

The priority of choosing the topic of moral debate is important for analysis, so that the choice of moral debate topics becomes urgent and in accordance with the needs of the case at school, so that after the moral debate is carried out the principals have a problem solving formulation according to their respective schools. Topics that become priorities are of course the main topics in running a moral debate. The purpose of this study is to analyze the priority topics of the principal's moral debate as learning leaders.

2. METHOD

Descriptive quantitative approach was used in this study. The population in this study were elementary school principals in Malang City, East Java, Indonesia, with 82 principals as respondents. The research data collection

instrument used a closed questionnaire through the use of google form media. Data analysis used descriptive analysis [16] using the SPSS 24.0 program. Descriptive analysis is used to analyze the priority topics of the principal's moral debate in an effort to increase integrity as a learning leader.

3. RESULTS

The analysis of topic priorities in the moral debate model was obtained through a questionnaire with the help of a google form filled out by 82 school principals. The data collection instruments were described based on pre-determined topics, namely the principal's performance, teacher performance, staff performance, school facilities and infrastructure, school finances, new student admissions, student achievement and school culture and environment.

Based on the priority analysis of the topics of moral debate as shown in Table 1. It is known that the topics of principal performance, teacher performance, staff performance, and new student admissions are in the high priority category, while the topics of school facilities and infrastructure, school finance, student achievement and culture and environment schools are in the very high priority category. The descriptive results of the priority analysis of moral debate topics can be seen in Table 1.

Table 1. Result of Priority Analysis of Moral Debate Topic

Topic	Mean	Interval	Category	Frequency	%	Information
Principal's Performance	28,37	34 - 41	Very High	6	7.32%	High
		26 - 33	High	57	69.51%	
		18 - 25	Low	19	23.17%	
		10 - 17	Very Low	0	0.00%	
Teacher Performance	40,48	47 - 57	Very High	10	12.20%	High
		36 - 46	High	65	79.27%	
		25 - 35	Low	7	8.54%	
		14 - 24	Very Low	0	0.00%	
Staff Performance	29,22	34 - 41	Very High	10	12.20%	High
		26 - 33	High	62	75.61%	
		18 - 25	Low	10	12.20%	
		10 - 17	Very Low	0	0.00%	
School Infrastructure Facilities	21,02	21 - 25	Very High	44	53.66%	Very High
		16 - 20	High	38	46.34%	
		11 - 15	Low	0	0.00%	
		6 - 10	Very Low	0	0.00%	
School Finance	36,46	34 - 41	Very High	70	85.37%	Very High
		26 - 33	High	12	14.63%	
		18 - 25	Low	0	0.00%	
		10 - 17	Very Low	0	0.00%	
New Student Admissions	26,27	34 - 41	Very High	3	3.66%	High
		26 - 33	High	42	51.22%	
		18 - 25	Low	36	43.90%	
		10 - 17	Very Low	1	1.22%	
Student Achievements	21,35	21 - 25	Very High	54	65.85%	Very High
		16 - 20	High	27	32.93%	

Topic	Mean	Interval	Category	Frequency	%	Information
		11 - 15	Low	1	1.22%	
		6 - 10	Very Low	0	0.00%	
School Culture and Environment	27,61	27 - 32	Very High	56	68.29%	Very High
		21 - 26	High	26	31.71%	
		15 - 20	Low	0	0.00%	
		8 - 14	Very Low	0	0.00%	

Note: N = 82

4. DISCUSSION

A. Principal's Performance

Based on the results of the priority analysis of moral debate topic, the principal's performance is in the high priority category. This shows that in an organization, leadership is an important element in organizational success [17]. In this era of decentralization, education leaders are needed who can realize national education goals [18], [19]. The principal as a leader is directly a real role model for the school community. The appearance, behavior, and attitude shown by the principal should be used as an example by the school community, so it is hoped that all school members can imitate. Principals who are diligent, careful, honest, responsible, and care about teachers and staff will certainly have an impact on the attitudes and behavior of subordinates, which will have a strong influence on educational output. The principal's performance as a manager plays a vital role in realizing an effective school, so the principal's performance certainly deserves to be one of the topics in the moral debate program.

B. Teacher Performance

Teacher performance can be interpreted as activities carried out by teachers in educating, planning learning, implementing learning both attitudes, skills and knowledge to improve the quality of students. Teacher performance can be measured by monitoring learning activities, regular and early reporting in schools, adequate teaching preparation, teacher discipline and the level of teacher participation in extra-curricular activities [20], [21]. Teachers have an important role in providing quality education and learning to students. Every school strives to recruit good and qualified teaching staff who can provide quality education to their students. Only committed teachers and highly qualified can produce good quality students [22]. The future leaders are created by teachers. Teachers will not only produce quality future leaders but will also contribute to nation building through the education of future generations. Based on the results of the priority analysis of moral debate topics, teacher performance is in the high priority category. This shows that teacher performance should be one of the topics in the moral debate program.

C. Staff Performance

One of the most important elements of human resources to improve the quality of education is educational staff [23]. Based on the results of priority analysis of moral debate topics, staff performance is in the high priority category. This shows that the performance of education staff should be one of the topics in the moral debate program. The performance of education staff is the quality and quantity of

work achieved by education personnel in carrying out their duties in accordance with the responsibilities given to them [24]. Improving the quality of human resources is certainly very necessary in order to realize the results expected by every organization. Every educational staff should be directed to further improve their performance through various stages of effort to the fullest, so that the utilization of human resources will have more potential and will better support the success of the organization [25].

D. School Infrastructure Facilities

Every educational institution, especially in this case elementary schools, the availability of adequate facilities and infrastructure is an important aspect that needs to be considered. The term infrastructure in schools is a comprehensive thing and there are several aspects included in it, such as classrooms, library facilities, laboratories, worship rooms, playgrounds, toilets, learning aids, etc [26], [27]. Leaders of educational institutions need to invest resources to bring about infrastructure improvements in schools. When development will occur in the infrastructure sector, all school members will be able to carry out their work duties properly and lead to the progress of educational institutions [28], [29]. Principals need to ensure that improvements to infrastructure facilities are carried out continuously. With the existing advances and with the advent of innovative and modern methods, it is necessary to promote facilities and infrastructure development in school [30], [31]. Based on the results of the priority analysis of the moral debate topic, school facilities and infrastructure are in the very high priority category. This shows that school facilities and infrastructure should be one of the topics in the moral debate program.

E. School Finance

Based on the priority analysis of moral debate topic, school finance is in the very high priority category. This shows that school finance should be one of the topics in the moral debate program. Based on Law Number 20 of 2003 concerning the National Education System, the management of education funds is stated as follows (1) the management of education funds is based on the principles of justice, efficiency, transparency, and public accountability; (2) the government and local governments are obliged to provide services and facilities, as well as ensure the implementation of quality education for every citizen without discrimination; (3) the government and regional governments are obliged to guarantee the availability of funds for the provision of education for every

citizen aged seven to fifteen years; and (4) education funds from the Government and regional governments for education units are provided in the form of grants in accordance with the provisions of laws and regulations. Education funding sources are determined based on the principles of equity, adequacy and sustainability. Transparency in the management of school finances is very important, because it will make school residents aware of how school finances originate and what they are used for [32]. The school community's understanding of finance will bring the school to a good condition where all school members support each other for the achievement of school goals [33].

F. New Student Admissions

Admission of new students is one of the most important student management activities, because if no students are accepted then nothing should be handled or arranged. Admission of new students is something that needs to be determined quickly and precisely. In terms of determining prospective new students, several considerations are quite a lot and complicated, namely school entry requirements, standardization of grades and policies from the government that often change every year [34]. The new admissions policy uses the basics of student management. Students who can be accepted in an educational institution such as a school, must meet certain requirements [35]. Most of the new student admissions system processes are still conventional or manual. But nowadays with technological advances, the Admission of new students system uses an online system [36], [37]. Based on the results of the priority analysis of the moral debate topic, the acceptance of new students is in the high priority category. This shows that the acceptance of new students should be one of the topics in the moral debate program.

G. Student Achievement

Based on the results of the priority analysis of moral debate topic, student achievement is in the very high priority category. This shows that student achievement should be used as one of the topics in the moral debate program. Achievement is the result of an activity that has been carried out, created, passed either individually or in groups. Achievement will never be produced without an effort, either in the form of knowledge or in the form of skills. Student achievement refers to the cognitive, psychomotor and affective aspects. Therefore, these three aspects can be used as indicators for measuring student achievement. It should be remembered for school principals that student achievements are not only achievements in the academic field but also in the non-academic field [38]. Principals should not only focus on teaching to students, or the duties of teachers or staff. They also have to find ways to make students, teachers, and school assignments responsible for their duties, so that students can achieve achievements in both academic and non-academic fields. The principal is not only a school leader but also a spiritual leader for the school community. The principal must also have religious moral and spiritual values which are reflected in personal competence. In the digital era, it is important for

school principals to play an active role as spiritual leaders for school community [39], [40].

H. School Culture and Environment

Schools as educational institutions must provide good conditions and facilities for students in learning. Schools must ensure that environmental components are in good condition because of their importance in supporting the learning process [41], [42]. Various research results state that environmental factors play a very important role in supporting student development in schools [43], [44]. The learning process will take place effectively only in a supportive, safe and secure environment. Therefore, educational institutions must be aware of improving the quality of the school climate to create effective learning. The school environment includes all components that contribute to creating an environment in the teaching and learning process. The learning environment consists of the physical and non-physical environment (social, psychosocial, cultural) that exist in the learning situation [44], [45]. Can not only the physical side to explain environmental problems. This includes non-physical components such as social interactions at school that involve all school members. In other words, the school environment is the integration of all school elements in influencing the situation of learning activities. However, the term school environment cannot be separated from the physical environment such as the condition of buildings and school facilities that can be observed directly in schools. The physical environment is important to make students enjoy the lesson and engage in the learning process. Good school facilities can encourage students to be more interested and desired in following lessons in class. So that it can increase students' learning motivation which can automatically affect student achievement.

5. CONCLUSION

Effective schools must have principals who are dynamic, aggressive, and professionally careful in delivering important educational programs. There are no good schools with bad principals. Leaders with morality are leaders who are able to demonstrate conformity internally (mind and) and externally (actions and words). Moral debate can be used as a model that can improve the integrity of the principal. Based on the priority analysis of moral debate topics, it is known that the topics of principal performance, teacher performance, staff performance, and new student admissions are in the high priority category, while the topics of school facilities and infrastructure, school finances, student achievement, and school culture and environment are in the very high priority category. Specifically, it can be concluded that the priority topics in the moral debate program are as follows, (1) school finances, (2) school culture and environment, (3) student achievement, (4) school facilities and infrastructure, (5) teacher performance, (6) staff performance, (7) principal's performance, and (8) new student admissions

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