

Moral-Based Learning Leadership Process in Excellent School

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ABSTRACT

Efforts to realize excellent school, effective learning leadership by principals play a very vital role. Principals with high morality, are key in the creation of qualified graduates. This research aims to explore the process of morally based learning leadership in excellent schools. This research uses a qualitative approach with a multiuse study design. Data retrieval techniques use interview, observation and documentation studies techniques. Data analysis is done with constant comparative analysis techniques. The results showed that the process of morally based learning leadership in excellent schools has three steps, namely, the formulation of the school's vision or learning vision, the development of learning culture and creating a learning environment.

Keywords: morals, learning leadership, principals, excellent schools Introduction.

1. INTRODUCTION

There is a multidimensional crisis and various changes in society that have occurred in Indonesia, impacting the increasing difficulty of finding ideal leaders who have high competence and commitment in doing their responsibilities and tasks [1], [2]. Education as a key instrument in the progress of a nation and the development of human resources faces severe challenges. Various studies show that principals with individuals who can be used as role models in behaving and noble personality, are key in the creation of qualified graduates [3], [4].

Ironically in Indonesia various cases of demoralization in the education environment are also carried out by the principal, for example, in Southeast Sulawesi Province, a principal committed an act of sexual abuse against a student [5]. Furthermore, a principal in West Java Province, was arrested by the local police for being caught using drugs. [6]. Even the latest in mid-2021, in East Nusa Tenggara Province, a

principal along with a teacher were arrested for corruption in the management of school operational assistance funds from the government [7], And there are many more unexplained cases one by one. The demoralization case became a hard slap to the world of education, where a principal who should be a role model in acting and behaving in school instead committed immoral acts. Morality possessed by the principal, can be used as an example for his followers in school. Various literature states morality as the basis of the principal's leadership process is very vulnerable [8], [9]. It is understandable that morals are what a principal should have. Morals can be a capital for the principal in fostering, influencing sets empowering all school residents in achieving school goals optimally [10], [11]. Moral by Sergiovanni [8] as a teaching or value that serves as the basis in measuring a person's behavior, both invisible behavior and visible behavior. More Sergiovanni [8] Defining the definition of moral leadership is the ability of a leader to move all his followers on a foundation of certain teachings and values. Based on these explanations in

this study moral-based learning leadership is defined as the leadership of a principal in directing, coordinating, driving learning practices based on certain teachings or values.

Learning leadership by the principal refers to certain qualities that an education leader should have in order to improve the quality of learning. [12], [13]. The qualities in question are, have certain characteristics that show integrity, the ability to formulate a vision and effort to achieve it, and have competence in realizing the vision that has been formulated [2]. Principals who have high morality are always oriented towards leadership practices that hold strong teachings, values, as well as norms that apply in society. In his research Kretzschmar [14], [15] If the behavior of a principal is done in a fair and respectful way, it can increase the motivation of his followers. According to Kretzschmar [14], [15] A good principal should be able to lead himself before leading an organization. Profile of qualified learning leaders, can be achieved if they have high morality [16], [17]. For example, a principal who is able to protect all school residents, fair and responsible can appreciate the work of others, respect his followers as a work team, and recognize the abilities of others. Morality is able to encourage a principal to be wise, which greatly influences the policies and goals of a principal.

The main responsibility of a principal is quality learning, because there is no quality school without quality learning [18]–[20]. Therefore in an effort to realize excellent schools, effective learning leadership by principals plays a very vital role. So far, there has been a lot of research related to principal leadership, leadership style, learning leadership, and so on. Existing references still dwell on basic research focused on leadership styles in general [21]–[23]. There has not been much research that leads to the process of morally based learning leadership in realizing excellent schools, therefore this research focuses on exploring the process of moral-based learning leadership in excellent schools.

2. METHOD

This research uses a qualitative approach with a multisuss study design. Qualitative approaches are carried out to find the uniqueness of each school, then done with a multi-faith study design because of the same school background, some of these refer to several opinions related to qualitative approaches and multi-faith study designs [24], [25]. The research location is SD Peradaban Umat and SMA Pahlawan. Data retrieval steps by conducting interviews with principals, deputy principals and teachers, as well as

conducting observations and documentation studies. In the process of retrieving data, field recording, contact summary, and case summary are carried out. Data analysis is done with constant comparative analysis techniques. [26] With steps (1) unifying data, (2) grouping based on focus, (3) exposing data, (4) formulating research results. This is done similarly to miles and hubberman steps [27].

3. RESULTS

Based on the findings of research in the field related to the model-based learning leadership process there are several steps, namely (1) the formulation of the school vision or learning vision, (2) the development of learning culture and (3) creating a learning environment. Each of the steps is part of the formation of the learning leadership process in schools. A school under the auspices of a Foundation such as SD Peradaban Umat has a school vision to develop the overall aspects of life implemented in the school. The school's vision is based on the development of the Foundation's vision. Based on the vision mentioned by the deputy principal that it was lowered back into the school's mission, meaning that the vision that has been compiled is still being developed into points to serve as the school's mission. In addition, the vision of the school is also revealed to be the destination, target and flagship program of the school. So as to achieve the vision of the school, it can implement the school's flagship program, so that aspects of life in the school will be carried out optimally and easily developed.

Based on the results of interviews with teachers, the role of the chairman of the Foundation is also very important, because in various activities the chairman of the Foundation conveys how important the vision, mission, goals, targets and excellent programs must be carried out. This is due to the form of promise to learners and parents of learners. So, the head of SD Peradaban Umat are moved to always implement to the maximum. Through the formulation of vision, mission, goals, targets, and excellent programs the school also implements interesting learning programs and creates a comfortable learning culture for learners. Not only so, SD Peradaban Umat also maximally develops several other aspects such as human resources, facilities and infrastructure, and financial support. That way, the aspects in school in general will be conditioned and can be utilized by users such as learners.

Similar to SD Peradaban Umat, in SMA Pahlawan in the process of moral-based learning leadership implements that the vision is quite clear that the moral

character highlighted is leadership, especially the maritime soul. Of course, the vision of this school is implemented in the school curriculum, so that its implementation is carried out on a scheduled basis. In the school curriculum is very clear in it related to this leadership character, one of which is the design of internalization of character values such as “*bela negara*”. *Bela negara* itself in the hero high school curriculum aims to complement efforts to shape the character of nationality and nautical soul with a high nature of struggle. That is, with the state defense in SMA Pahlawan will foster the character of the leadership of learners, in addition learners will also have a fighting spirit in the implementation of other activities, because the defense of this country is not only done outside of learning, but also in learning.

In addition to the implementation of leadership characters in the process, SMA Pahlawan also applies in planning. The planning stage is in the form of curriculum preparation, preparation of school residents and character cultivation. In the curriculum preparation activities in it there is how the learning culture should be implemented. Not only the culture of knitting but also the culture of the environment in order to create learning in accordance with the vision of the school. Next is the management of Human Resources (HR), not only educators who must be prepared but also learners and education personnel. This must synergize in implementation to facilitate the implementation of the process of implementation of leadership character. The last is character cultivation, meaning making this SMA Pahlawan as a school with different characteristics from other schools. Typical that appears is the character of the leadership of the maritime soul. Another thing is also contained in character cultivation, namely extracurricular activities in case 1 with the name of learning to live (LtoL) program. That is, in this extracurricular activity becomes a place to develop the spirit of leadership, where LtoL is the flagship program design during sampurna Academy (before the existence of SMA Pahlawan) so that it is maintained to form the spirit of student leadership.

Based on the presentation of the results of the above research findings, briefly following some similarities in the moral-based learning leadership process in SD Peradaban Umat and SMA Pahlawan, (1) formulating the vision of the school, first these two schools formulate a vision as a view to compile the next documents. Of course, in formulating this vision involving stakeholders and socialized to school residents; (2) The strategy of equalizing the mindset of the learning vision, in this case equalizing common perceptions with stakeholders and school residents; (3)

The process of developing a learning culture, in this process the school integrates some daily habituation into learning; (4) The provision of a learning environment, of course, to implement the school process requires a supportive environment, the environment is in the form of facilities and infrastructure held using BOSNAS and BOSDA funding sources, not to forget also career development and teacher competency improvement.

Thus, in the process of morally based learning leadership there are three big things implemented, namely (1) learning environment, several things are implemented, namely developing and empowering educators and education personnel, school facilities and infrastructure, school finance and increasing the involvement of parents and communities in improving the quality of the learning environment; (2) learning culture, in this case some of the things implemented are developing an intracurricular and co-curricular learning culture, extracurricular and non-curricular learning as a container to foster character; and (3) Learning vision and excellent program of learning, this makes the end of the implementation of the two previous steps, which in this step formulates the vision, mission, goals, targets and excellent programs of the school. In the learning environment implements several things in accordance with the morals to be achieved. So that in this morally based learning leadership process a leader specifically pays attention to the quality of the school, so that all resources will be maximized.

4. DISCUSSION

Morally based leadership provides value or meaning for people to live with, inspiration for action and motivation to hold oneself accountable [28], [29]. Leadership is a responsibility. Morally based leaders do their best to communicate goals that can inspire as many people as possible to take part in making positive change for the greater good [30]. Morally based leadership is something that any individual can struggle to be able to do [31]. This can be difficult to achieve, but it's worth the challenge for yourself, the interests of the school and those around you.

There are several objectives and moral functions for the principal's leadership. First, to ensure the realization of the personal dignity and dignity of the principal in the perception of educators and education personnel. Second, to motivate all education and education personnel to behave and act with kindness and virtue based on the awareness of moral obligations, especially in serving learners, especially learning services. Third, to maintain the harmony of

social relations vertically and horizontally fellow school residents. Fourth, to create a comfortable, prosperous, peaceful, and pleasant school environment spiritually and physically happy because all school residents behave well based on certain teachings and values [2], [32].

Based on research findings related to the process of morally based learning leadership in excellent schools there are several steps, namely, (1) formulation of school vision or learning vision, (2) development of learning culture and (3) creating a learning environment. First, the formulation of leadership direction, which is a compass that shows where all learning is directed, called learning vision and excellent program of learning. The direction of leadership includes the school's flagship vision, mission, goals, and programs. All three are the most important leadership instruments in any coordinating learning or in every driving teacher as the leading human resource in learning [33], [34]. The quality of the formulation of the vision, mission, goals, and excellent programs of the school is a source of strength that is very powerful for the birth of learning creativity in excellent schools.

The second step, the development of an effective learning culture for the achievement of the school's flagship vision, mission, goals, and programs. The learning culture captured in this excellent school research is intracurricular learning, co-curricular learning, extracurricular learning, and a school environment conducive to character formation. The principal as a learning leader always develops an effective learning culture so as to produce a learning community and strive to get community support in creating a learning culture [35], [36]. Learning leadership is school leadership that makes the school a learning organization that keeps all school residents always learning to improve the quality of learning and student growth [37].

The third step is the creation of a learning environment, in the form of providing professional human resources (educators and education personnel), provision of adequate facilities and facilities, and provision of sufficient budgets. Effective learning leadership cannot be separated from effective management of school resources [22], [38]. An effective learning environment based on morals, namely spiritual morals, national morals, and human morals. Learning leadership in a broad and modern sense in no way negates the essence of school management, such as facilities and infrastructure management, financial management, staffing management, and management of the role of parents

and society [35]. All such resources must be managed or empowered effectively and efficiently. The principal as a learning leader empowers all school resources, including in engaging parents and the community, for the creation of a learning environment for the success of developing a good learning culture for learning success and student achievement [39], [40]. The principal as a learning leader allocates human resources, facilities, infrastructure, and budgets for the benefit of student learning success.

5. CONCLUSION

Running leadership is a moral duty, therefore, good leadership should include technical skills and moral abilities. It is not enough for leaders to be effective but immoral. Learning leaders not only achieve the expected goals, but must also ensure that their actions do not break the law and that they do not ignore the expected moral standards. The main responsibility of a principal is quality learning, because there is no quality school without quality learning. The research findings show that the process of morally based learning leadership in excellent schools has three steps, namely, the formulation of the school's vision or learning vision, the development of learning culture and creating a learning environment.

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