Managerial Performance of Principals in an Integrated Education System on Character Building of Students

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Abstract. This study aimed to determine the principal's managerial performance, the Integrated Education System results, and the constraints in implementing the program. The method used is qualitative, with data collection techniques through observation, interviews and documentation studies. The research subjects were the principal and the Integrated Education System teacher for tahfizh and diniyah. The results showed that the principal's managerial performance in implementing the Integrated Education System is related to implementing the learning schedule, ensuring the availability of teachers, supervising the program, and evaluating the program. Another managerial form by the principal is holding regular meetings with Integrated Education System teachers to discuss the process, achievement of results, and obstacles teachers face. From the results of the Integrated Education System, it can be concluded that it is true that students at SMP Negeri 1 Peukan Bada have increased character, as shown by changes in politeness, mutual respect, and tolerance. However, character development is still in the stage of the development process, considering that the Integrated Education System is still relatively new in schools.

Keywords: Managerial Performance; Integrated Education System; Character Building.

INTRODUCTION

The spread of moral issues among students indicates moral degradation, which has become an educational problem. The author [1] argues that "The consequences that arise are no longer considered as simple problems because their actions will carry over until they finish school (adults)". Ideally, education in schools can produce students who not only have cognitive abilities but are also accompanied by noble moral abilities. This can be a provision for children when they grow up and have a strong and beneficial character for the homeland and nation. This is confirmed in Law No 20 of 2003 concerning the National Education System, which states that: The achievement of student learning outcomes is not only seen from the cognitive and psychomotor domains but must also be seen from the effective results.

Some research results show that the effectiveness of achieving cognitive outcomes occurs in line with the point of attaining affective domains. The success of the educational mission is highly dependent on the basic concepts of knowledge, skills, and attitudes.

Nowadays, integrated learning has become necessary because most of their problems and experiences are interdisciplinary. Therefore, the solution is that students are given multi-skill education that collaborates with the interdisciplinary.

The Aceh Besar district government made a big step by issuing an Integrated Education System policy, which also supports the golden generation formation program launched by the Ministry of Education and Culture. The Integrated Education System is one solution to produce the current generation so that they are ready to become religious, honest and responsible leaders of the nation.

Applying the curriculum concept in Aceh Besar is one of the alternative solutions initiated by the Education and Culture Office, Dayah Education Office, Islamic Sharia Service and MPD as a response to the gaps in education, especially in religious education and general education. Factors include rapid technological development, vio-

lence, and drug abuse among students. The Regent of Aceh Besar and all his staff designed an education system called the Integrated Education System or integrated learning.

SMP Negeri 1 Peukan Bada is one of the junior high schools in the Aceh Besar district that entered the Integrated Education System in schools. The application of integrated education is contained in religious subjects and local content. However, problems were found, such as many students still needing to be maximal in carrying out the character education being taught.

Character education is not a process of memorising exam question material and the techniques for answering them. Character education requires habituation, namely the habit of doing good, being honest, courteous, ashamed to cheat, embarrassed to be lazy, and sorry to let the environment dirty. Character is not formed instantly but must be trained seriously and proportionally to achieve the ideal shape and strength.

The Aceh Besar district government has contributed to better Aceh Besar education by combining national education and religious education. Religious education is critical in the formation of student character. This means that the Aceh Besar district government has laid the first stone to build an education system that is expected to form students who are more characterised, resilient, have good morals and memorise the Qur'an in the future.

The Ministry of Education and Culture launched a regulation on Strengthening Character Education (PPK) in schools. KDP is one of the government's priority programs implemented based on Presidential Regulation 87 of 2017. This program is an alternative solution to prepare the golden generation in Indonesia in 2045 [2].

The Education and Culture Office of the Aceh Besar government seeks to implement Islamic character education by implementing an Integrated Education System in the Aceh Besar district and making Islamic values part of the graduation standard. In the Strategic Plan (Renstra) of the Aceh Besar District Education and Culture Office for 2017-2022, the performance indicator is the implementation of an Integrated Education System for elementary and junior high schools in Aceh Besar with a performance target of 43 schools in 23 sub-districts. Currently, 33 schools in Aceh Besar implement an integrated learning system, including 23 elementary schools (SD) and ten junior high schools (SMP). The executor assigned to carry out one of these strategic plans is the Aceh Besar Education and Culture Office.

METHOD

This study uses a qualitative method to present a specific picture of a situation, social setting, or relationship. The research model is descriptive, with the aim of the researcher wanting to describe the conditions that occurred at the time the research was conducted and then trying to examine the causes of the problems under study. In this approach, the researcher will describe how teachers prepare to manage to learn and how school policies support the implementation of learning that is compatible with the minimum competency assessment model.

The sample or informant in this research must know both those who are directly involved and those who are not directly involved but have knowledge related to the object under study, namely the Principal and Integrated Education System teacher consisting of 2 diniyah teachers and two tahfizh teachers. The teachers selected as informants will be determined using the proportional sampling method, which is selected based on the researcher's criteria.

The instruments used in this study consisted of interview sheets and general and open observation guidelines. The researchers used the two instruments as the primary data source in this study.

The data analysis technique was carried out by observing at the research site, conducting FGD with relevant stakeholders, then interviewing informants and conducting a documentation study by searching for literature and documents related to this research.

Data collection aims to determine the Managerial Performance of Principals in the Integrated Education System on the Character Building of Students at SMP Negeri 1 Peukan Bada.

Making the Principal of SMP Negeri 1 Peukan Bada an informant and making Diniyah and Tahfizh study teachers informants is an effort for researchers to obtain accurate data and understand the essence of the problem.

RESULTS AND DISCUSSION

How is the managerial performance of the principal in implementing the Integrated Education System at SMP Negeri 1 Peukan Bada?

From the study results, the researchers concluded that the managerial performance of the principal in implementing the Integrated Education System program and the principal's ability to manage the program had gone well, and the principal managed to oversee the program so that the implementation went well. About managerial, it must be connected to planning, implementation and evaluation.

The planning carried out by the principal is an extension of the results of the education office planning, which has completed planning the Integrated Education System program, both curriculum and implementation strategies. However, the principal's planning is related to the results or achievements of the program at SMP Negeri 1 Peukan Bada.

The program implemented by the principal for this program is to ensure the availability of teachers, the availability of time, and the availability of places for the learning process of the Integrated Education System program. And the principal also plays a role in overseeing the program's implementation by monitoring and conducting monthly meetings with Integrated Education System teachers.

The principal evaluates by looking at the learning outcomes of the Integrated Education System program in the form of material achievement reports and student learning outcomes in the form of report cards. The results of the analysis, the researchers continued with the opinions of experts regarding managerial principles. Principal Managerial Program is a cognitive, affective, and psychomotor ability. Principals related to education, the main thing to do is manage management by utilising all available resources in the school, including humans and other resources, to achieve quality educational goals. According to [3], the principal's managerial program is the ability of the principal to run as a manager who carries out management functions, namely:

a) the ability to plan with indicators, namely being able to formulate and implement strategies, and be able to make planning effective, b) the ability to organise with indicators capable of departmentalising, dividing responsibilities and being able to manage personnel, c) ability in implementation with indicators, namely being able to make decisions, and being able to establish communication, d) the ability to conduct supervision with indicators capable of managing, and able to control operations and able to carry out its role as a manager to achieve the organisational goals that have been set.

According to [4], "school principals in managing educational units are required to master certain skills and competencies that can support the implementation of their duties". Managerial functions can be classified into two main types: organic and supporting roles. Which belongs to the kind of organic functions are all the main functions that need to be carried out by managers to achieve goals and various goals and must be used as a basis for action.

The principal's managerial competence can be seen in his ability to prepare school plans for various levels of planning;

- development of school organisation according to need;

- school leadership in the context of optimal utilisation of school resources;

- managing school change and growth towards an effective learning organisation;

- create a conducive and innovative school culture and climate for student learning;

- oversee teachers and staff in the context of optimal utilisation of human resources;

- manage school facilities and infrastructure in the context of optimal utilisation;

- manage public relations to seek support for ideas, learning resources, and school financing.

- placement and capacity building of students;

- manage curriculum development and learning activities by the direction and objectives of National education;

- manage school finances by the principles of accountable, transparent, and efficient management;

- managing school administration in supporting the achievement of school goals;

- manage special school service units in supporting learning activities and student activities at school;

- manage school information systems in support of programming and decision-making;

- take advantage of advances in information technology to improve learning and school management;

- monitoring, evaluation, and reporting on implementation.

According to [5], a school principal must be able to: 1) ability to plan the school; 2) able to develop school organisation as needed; 3) able to lead teachers and staff in the context of optimal utilisation of human resources; 4) able to manage teachers and staff in the context of optimal utilisation of human resources; 5) able to manage school facilities and infrastructure.

Furthermore, the author [6] states that in terms of the principal intelligence of the principal, managerial abilities must be carefully considered and thought out as the first step in carrying out administrative tasks, such as:

1) The ability to create, the knowledge in question is that the principal can provide input on a problem, innovate through policies made, and be able to use imaginative thinking skills (lateral thinking) to connect things with others that do not arise from empirical analysis and thoughts;

2) Ability to make plans;

3) Ability to organise;

4) The ability to communicate, able to understand other people, be willing to listen to others, be proficient in spoken and written language, and encourage others to move forward;

5) The ability to motivate, and help others to achieve the targets that have been set, can inspire those around them, and help others to assess their contributions and achievements;

6) Evaluation Ability.

Therefore, the principal's managerial ability is characterised by the ability to take decisions (decision making) and take appropriate, accurate, and relevant actions related to the above.

This approach explains the role of managers in carrying out work through various functions. According to [7], five critical tasks for management effectiveness are:

1) Planning: designing the workflow of his subordinates; 2) Organising: designing a structure with clearly defined powers or tasks; 3) Ordering: directing the actions of those under him; 4) Coordinate: drawing organisational elements towards a shared vision; 5) Controlling: Ensuring that the plans that have been made can be carried out as they should.

In this case, planning; organising; reigning; coordinating, and controlling are the main things that can ensure the effectiveness of management. In addition to these requirements, the principal, as a manager in an educational institution, must have three essential bits of intelligence, namely professional intelligence, emotional intelligence, and managerial intelligence, to work together and do things with other people.

The principal's role significantly influences the school system's running. The principal is said to be the leader of the education unit whose task is to manage the education unit he leads. The principal acts as a central force that is the driving force of school life. Etymologically according to [8] explained as follows:

The principal is the equivalent of the school principal in charge of running the principalship or principalship. Principal principalship means everything related to the main tasks and functions of principals. In addition to the designation of the principal, there are also other designations such as school administration (school administration), school leadership (school leader), school manager (school manager), and so on.

From all the explanations above, the researcher concludes that the managerial competence of school principals is an absolute thing that must be mastered to implement a school organisational environment that is by standards so that the educational process in schools can run well. Another benefit of the principal's managerial competence is to makes it easier for teachers to carry out their duties.

How is the students' character after implementing the Integrated Education System in SMP Negeri 1 Peukan Bada?

From the results of the researcher's analysis of students' character after the application of the integrated education system program, the feeling of students at SMP Negeri 1 Peukan Bada experienced a change in nature in terms of being polite, appreciating and caring for each other. This is the result of a diniyah education program that prioritises Islamic values and tahfiz lessons related to memorising verses of the Qur'an.

Statements from experts support the researcher's analysis of the student's character. Character is psychological, moral, and character traits that distinguish one person from another. Character is unique values that are engraved in oneself and behaviour. The author [9] argues that "character coherently emanates from the results

of the mindset, heart, feeling and intention and the sport of a person or group of people". Character in English: "character" in Indonesian "character". It is derived from the Greek character Charissa, which means to make sharp and profound.

The [10] states that "character is defined as character, character, psychological traits, morals or character that distinguishes a person from others". Meanwhile, [11] explains " the total number of personal characteristics which include behaviour, habits, likes, dislikes, abilities, potential, values, and thought patterns". Character means mental or moral quality, moral strength, name or reputation. The psychological dictionary [12] states that "character is a personality that is viewed from an ethical or moral starting point, for example, someone's honesty which usually has a relationship with relatively fixed traits."

Furthermore, the author [13] explains that "character is a basic value that builds a person's personality, formed both due to the influence of heredity and environmental influences, which distinguishes him from others, and is manifested in his attitudes and behaviour in everyday life".

Character is the characteristics that distinguish a person's unique features, ethical aspects and mental complexity. According to [14] explains that "the term character has two meanings. First, it shows how bad behaviour is. Conversely, if someone behaves honestly and likes to help, that person manifests a noble character. Second, the term character is closely related to personality.

The understanding described above, it can be concluded that character is the universal value of human behaviour, which includes all activities of life, whether related to God, oneself, fellow human beings or with the environment that is manifested in thoughts, attitudes, feelings, words, and actions based on religious norms, laws, manners, culture, and customs.

Character education aims to shape and build students' mindsets, attitudes, and behaviour to become favourable, good-natured, noble, and responsible individuals. According to [15], "character education is a conscious effort made to shape students into positive and virtuous individuals by Graduate Competency Standards so that they can be implemented in everyday life". According to the Ministry of Education and Culture [2], the objectives of character education include:

1. They are developing the potential of the heart/conscience of students as human beings and citizens who have the culture and character of the nation.

2 Develop the habits and behaviour of commendable students in line with the nation's universal values and religious and cultural traditions.

3. Instilling the spirit of leadership and responsibility of students as the nation's next generation.

4. We are developing the ability of students to become independent, creative, and national-minded human beings.

5. Develop a school life environment as a learning environment that is safe, honest, full of creativity and friendship, as well as with a high sense of nationality and full of strength (dignity).

Further regarding the goals of character education according to [16], character education has the following objectives:

1. Develop the potential of students towards self-actualisation.

2. Develop attitudes and awareness of self-worth.

3. Developing all students' potential is a manifestation of potential development that will build a self-concept that supports mental health.

4. Develop problem-solving.

5. Develop students' motivation and interest in small group discussions to help improve critical and creative thinking.

6. Develop various forms of metaphor to open intelligence and develop creativity.

From the experts' understanding, the researcher concludes that character education aims to improve the morale of the nation's generation, where the strength of the character of the age becomes the capital of the state's power in the future. Character formation will be a benchmark for a developed country. This is because a developed country must have a strong character and, of course, the characters described by experts.

What are the obstacles in the Integrated Education System at SMP Negeri 1 Peukan Bada?

From the results of the researcher's analysis that the obstacle faced by the principal and Integrated Education System teachers - the concern of parents who are still very low on the program. This obstacle is homework for all parties involved in this program, so it becomes material in evaluat-

ing the Integrated Education System program at the school level and evaluation material at the education office level.

According to [17], learning components include "objectives, study subjects subject matter, subject matter, strategies, media, evaluation and support". The subject of learning is the main component of the learning system because it acts as a subject and an object. Students are subjects because they carry out the teaching and learning process. In contrast, as objects because of learning activities, they are expected to achieve behavioural changes in learning. This requires the active participation of students in learning activities.

The active participation of learning subjects in the learning process is influenced by the ability factor related to the material to be studied. Therefore, teacher knowledge is needed regarding the problems of students' memorisation difficulties for the benefit of effective learning planning. Factors inhibiting students in learning arise due to issues experienced by students that interfere with the learning process, and learning outcomes are less than optimal.

Furthermore, [17] explains internal and external factors strongly influence learning. Internal factors are factors that arise from within students, including psychological factors. Internal factors that affect student learning processes are psychological. The psychological factor is a condition related to the mental state of students. Psychological factors can be viewed from talent, interest, intelligence, and motivation. Talent can be defined as a child's potential ability to succeed. Every child has different talents. Talent can affect the level of learning achievement in specific fields. Similarly, the results of the researcher's analysis of the obstacles in running the Integrated Education System program at SMP Negeri 1 Peukan Bada.

CONCLUSIONS

Based on the results and discussion of the research, the following conclusions can be drawn:

1. The results showed that the principal's managerial performance in implementing the Integrated Education System program is related to implementing the learning schedule, ensuring the availability of teachers, supervising the program, and evaluating the program. Another managerial form by the principal is holding regular meetings with Integrated Education System teachers to discuss the process, achievement of results and obstacles teachers face.

2. From the results of the Integrated Education System program, it can be concluded that it is true that students at SMP Negeri 1 Peukan Bada have increased character, as shown by changes in politeness, mutual respect, and tolerance. However, character development is still in the stage of the development process, considering that the Integrated Education System program is still relatively new in schools.

3. Obstacles principals and teachers face are commonly felt and faced by every teacher. The care and attention of parents are the main problems in this program, considering that to make students have character by the objectives of the Integrated Education System program. It is essential to support parents by paying attention to aspects of worship and interest in student learning at home.

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