Character Development of Effective School Leadership

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Abstract

The national problems occur lately is suspected to have started from role model crisis in education. The character development that becomes the focus of this research is one of the useful alternatives for the appearance of exemplary leaders in the school environment. The concept of the exemplary character development derives from the values of the nation's personality and contemporary thinking. Through documents study with qualitative approach, this research revealed the concept of classical leadership by Ki Hajar Dewantara (2004) which was explored from the personality values that grow in Indonesian society and the concept of millenial leadership model by Stephen R. Covey (2004), which is very beneficial for the development of leadership effectiveness in schools. The results showed that the education success is determined by the exemplary leadership of schools played by teachers and principals. Successful school leaders emerge from exemplary characteristics, exemplary physical due to good behavior. Good behavior is formed through habituation.

Keywords: Character, Effective School, Leadership.

Introduction

Misdirected attitudes are done by many officials, public figures, including artists who are involved in corruption, the spread of hoax, and narcotics and illegal drugs seem to blend in with the unfavorable social and political situation. This nation's problem necessarily demands the concern of all parties including education practitioners. The existence of the Ministry of Education and Culture and the Ministry of Religious Affairs in Indonesia that should be the pillars of education in the nation characters development (character building), but it looks as if not has meaningful contribution. The phenomenon shows that more and more community members and government officials who act outside of moral and religious values. Education is a conscious effort undertaken by educators to learners in all aspects of personality development both physically and spiritually, which is done continuously in order to achieve happiness and high moral values, both the value of body and soul.

Exemplary is the behavior of someone whose behavior is appropriate for us to take it as example (Cohen, 1992). It is a pattern of individual behavior that stages a particular situation (Koentjaraningrat, 2009). Through attitudes and exemplary behavior, it is

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expected that education personnel can build better character of the nation. Exemplary attitude can be used as a reference for teachers in educating through two approaches. First, through a stimulus-response approach that trains learners by providing practice and examples as a conditioning process. Second, through cognitive approach, which is used as an advanced approach by conveying information theoretically, by lecture or discussion methods so that learners can understand the learning material well (Ahmadi and Salami, 2004). In this understanding, it can be concluded that prior to following the academic activities that are theoretical, students should see examples or exemplary behavior displayed by teachers as educator.

Method

The documents study was conducted through a descriptive-qualitative approach. The study attempted to uncover the classic leadership concept by Ki Hajar Dewantara (2004) that explores the growing personality values of Indonesian society, and also the concept of millenial leadership model by Stephen R Covey (2004) which was very useful for the development of schools leadership effectiveness.

Results and Discussion

Exemplary is the personality of leader who appreciates human values and dignity. The concept of exemplary classic style in this education is called the among system, which includes asah, asih and asuh. While millennial approach that useful for the educators characters development can be done through seven habits: be proactive rather than reactive, start with the end in mind, put first thing first, no one lose but its win vs win, seek first to understand then to be understood, synergize, and sharpen the saw/self-ability.

The among system is a model of educational leadership that has long been rooted in Indonesian culture. The concept of classical leadership includes three approach aspects of asah, asih and asuh. Asah aspect refers to science and intellectual insight. This aspect focuses more on the learners thinking in solving various problems encountered; including creativity, innovation and independence. Asih aspect refers to the learning process. This aspect is based on the element of compassion, sympathy, and empathy of educators towards their students. While the aspect of asuh is related to the elements of coaching and mentoring that emphasizes the diligence, patience, and attention to differences in individual capabilities (Dewantara, 2004).

In the among concept, there are three exemplary model that is used as a foothold in education, which are ing ngarso sung tulada, ing madya mangun karsa and tut wuri handayani. It means, teachers as educational leaders must appear in the front in order to be example to their students, keeping their behavior based on the norms and ethics that live in the community so as to be role models for students and social environment. Teachers as educational leaders are not only physically among the students but must always in the heart of the students to encourage creativity. When

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in the back, teachers should always direct the students, motivate and encourage students to remain responsible.

Character development as a path to exemplary education leadership can be done through variety of ways. One of the ways proposed by Stephen R. Covey (1986) is through 7 (seven) habits, which are be proactive rather than reactive, start with the end in mind, put first thing first, no one lose but its win vs win, seek first to understand then to be understood, synergize, and sharpen the saw/ self-ability.

Be proactive rather than reactive
Everyone should be responsible for their own attitude, behavior, and actions. Covey (1986) said that man is a programmer towards his own behavior. As humans we are responsible for our lives and our needs. Our behavior is a function of our own decisions. A rational decision is a decision based on values. Proactive people can set the mood, when the heart is happy, sad, fear, anxiety, or combination of them, it can always be managed properly by promoting values judgments. Everyone is given the freedom to choose a response, and does not have to follow his environmental stimulus. The action they expend is not the result of their feelings or circumstances. For example: if someone offends them, they do not have to follow the stimulus, with a sullen or angry face. However, they can take other responses such as silence and patience. They become more intelligent, industrious, creative, innovative, and more cooperative. Proactive people do not like to force. They are ingenious, driven by value, reading reality, and knowing how to differentiate needs and wants. Proactive people do not act reactive for the short-term, but full of anticipation for the long term. Proactive people think, feel, and act for long-term interests, instead they are not like reactive people who think, feel, and act for short-term interests. Reactive people are often affected by their physical environment. If the weather is sunny, they will be happy. If the weather is bad, they will be sad. Their physical environment affects their attitudes and achievements. Reactive people are also influenced by their social environment. When people treat them poorly, they seek excuses to defend themselves (devensive) or protect themselves (protective). Reactive people build their emotional life around other people's behaviors, giving strength to other people's weaknesses to control them. The nature of reactive people is to free themselves from responsibility.

Proactive habits are in line with the values hold by Indonesian society in general, the Javanese community in particular. Proactive habit, almost the same as the value of "tanggap lan sembada/tanggap ing sasmita" in Javanese culture, it means responsive to what is done at the same time being responsible. Based on the above description, it can be concluded that in order to set effective role of educational leadership is to habitualize proactive behavior, or be futuristic anticipatory in the face of educational problems.

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Start with the end in mind

Start with the end in mind means getting started with understanding about the ultimate goal to be achieved. It means knowing where they are heading, thus they know where their position now are, and where they are going to go (Covey, 1986). Thus, they know the steps they will take and always be in the right direction because the goal will gives direction to the destination. Start with the end in mind or setting goals is an exercise to lead one-self. In initiating all activities, the ultimate goal must be planned, so that the direction of the activity is clear, and also the ways of achieving it can be determined more directed. People act because there is motivation; motivation will be effective if the goal to be achieved is clear (Maslow, 1954). Effective people are fully aware that all things begin with "intentions" within themselves. They then create vision, mission, and purpose in life. They clarify the goals to be achieved. Usually goals that appear are many. Therefore, people in the organization make priority, what is the most important and urgent, that should take precedence. Based on the above description, it can be concluded that in order to set effective role of educational leadership is to understand the education purpose to be achieved, thus the activities become directed.

Put first thing first

Prioritize the most important things to do, input large boulders first into the bucket before inserting small less important stones. Most people waste their time in urgent but insignificant activities. For example, phone interruptions in a meeting, out of the classroom because a friend came, read and reply to the report letters, etc. To avoid it, according to Covey (1986) one must take a proactive stance. Say "no" to unimportant things and say "yes" to important things even if it is not urgent. One of our weaknesses is often not brave to say "no" on things that we should not approve or not prioritize. The determination of priority is important because of limited resources, including the time we have. Although, there are many people need our time and attention more. All this is a self-management exercise. The process involves time and activity management that must be passed. Successful people have a habit of doing things that are very urgent and important; people must be able to determine which priorities are and which not priorities are. Failed people have a habit of doing things that is unimportant and not urgent. Most people say the main mistake is lack of discipline. Their priorities have not been ingrained in their hearts and minds. In order to get used to determind the priority, it is necessary to practice especially time management, and also get used to choosing priorities in everyday life (Covey, 1986). Educational resources are always limited; therefore the procurement, distribution, and utilization should be prioritized. Many things must be done by the education leaders, with limited resources and time, it require the ability to set priorities. It can be concluded that in order to set effective role of educational leadership is to habitualize with determining the priority activities in solving educational problems.

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No one lose but its win vs win

Win vs win is a frame of mind and heart that continually seeks mutual benefit in all human interactions (Covey, 1986). Win vs win means that agreement or solution provides mutual benefit and satisfaction from various parties who are negotiating or cooperating. The terms win vs win in problem solving are called win-win solutions. By win-win solutions, everyone is happy. No one feels happy over the suffering of others. No one feels harmed, all feel protected. Individuals involved in win vs win situation will usually feel bonded, responsible, and belonging to all the agreed deals. Winning together means we can work together, communicate, and make things happen together. The effectiveness of education leaders can only be achieved if there is good cooperation between individuals. The attitude of win vs win is a way to reach a state of mutual benefit. Do not expect our co-workers or subordinates to be cooperative, if we make them feel lost, wronged or cornered. Win vs win way of thinking starts with a commitment to see all available alternatives. Next, choose some that benefit both parties. If it is not possible, there is no need for an agreement "Win-win or no deal at all". Because if continue relationships will naturally cracked. It can be concluded that in order to set effective role of educational leadership is to get used to win vs win in every conflict when solving educational problems.

Seek first to understand then to be understood

According to Covey (1986), sometimes people see the world according to their respective perceptions, not as it is. Communication is an important skill in life, to be able to communicate well, first, people must be able to understand other people, look at the world of other people with their glasses. For this, we must be able to understand other people first, and then we can be understood by others. Listen intently to the other people opinions; do not interrupt what they said. Be a good listener, after the other person finish then we can do clarification and discussion. Trying to understand others is not just a show of sympathy. Understanding the circumstances and feelings of others produce empathy, with empathy we understand other people completely, in a profound, emotional, and rational way (Covey, 1986). Advices will be of no use to colleagues or subordinates if their intentions are not understood. The first thing to do is "understand them" and then we can give input to them. Based on the above description, it can be concluded that in order to set effective role of educational leadership can be done by getting used to understand other people's situation first then we can provide understanding and help solve educational problems.

Synergize

Synergy is the essence of a patron leader who is able to unite with his subordinates. Synergy serves as a catalyst, unifying, and releasing the ego power residing within the human being (Covey, 1986). Synergy can be interpreted to work together and the result is greater than working alone. Working independently has no meaning when compared to working together. In Indonesian culture is known the term "bersatu kita teguh bercerai kita runtuh (united we stand, divided we fall)", a stick if only one can

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not be used to sweep and very easily broken and has no selling value. But if the stick is synergized into a broom stick, it can not be broken and has adequate selling value. Synergy is an approach to groups problem-solving. It takes a sense of mutual respect, thus from several different views will emerge the best alternative as collective truth. Any differences can be discussed with an open heart. People no more want to unite just because of organizational similarity, racial, or religious politics. The essence of unity is the ability to complement each other. Koentjaraningrat (2002) also said that the mentality of the Indonesia nation is gotong-royong or cooperation; it has common ground with the synergy habit proposed by Covey (1986). Based on the above description, it can be concluded that in order to set effective role of educational leadership is to habitualize synergizing with education stakeholders in solving educational problems.

Sharpen the saw/self-ability
Sharpen the saw is constantly renewing one-self. This habit includes the four basic dimensions of life, which are the physical, social/emotional, mental, and spiritual dimensions. If it is neglected, people will be physically and mentally weak, emotially dull, become insensitive soul, eventually people become asocial and more selfish (selfish). In order to be self-righteous, one needs to practice constantly to live healthy and orderly life, to have a belief that there is the most perfect thing above all by closer to God, to have a mature soul thus be wise to all problems, to have concern for the surrounding environment, as well as a high social spirit. It can be concluded that in order to set effective role of educational leadership is to habitualize in renewing resources, energy, and health to realize the effectiveness of sustainable education.

Conclusion

Successful leaders emerge from exemplary character, physical exemplary due to good behavior. Good behavior is formed through seven basic habits, which are proactive behavior, understanding the goals, knowing priorities, approaching problems with win-win solutions, understanding other people's circumstances, integrating with subordinates, and always sharpens the saw. This habituation can lead educational leader to have the character of among, which is asah, asih and asuh. Educational Leaders who are always in the front appear to provide good examples to their students, keeping their behavior based on exemplary values. Always close in the middle of their learners give the spirit and creativity. And always give direction, encouragement and spirit from behind so that their students remain to be responsible students.

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