

The Principal Leadership Style in Developing Discipline Character

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Abstract--- *The student's character building in Vocational High School (SMK) is the character conformity learners with employment practices learners, one character discipline. Habituation character of discipline in schools is expected to emerge both characters more in self-learners. The principal's leadership style is the key to success in implementing character education. This study aims to describe the form of character development discipline, leadership style in character development disciplines, and its effects on the 1st Jombang Vocational High School. The research approach is qualitative descriptive with a case study design. Examination of the data validity used triangulation of sources and methods. The results show that the shape of the character development of the discipline in the school is a process of internalization and socialization through habituation and conduciveness atmosphere creation inside and outside the classroom. Habituation through the obligation for new learners to follow the discipline of education in cooperation with the Republic Indonesia Air Force in Kabuh, Jombang region, conduciveness atmosphere creation through a commitment to comply with the order on time within and outside of learning that applies to students and teachers. Schools evaluate how the results reflect the teacher's and students disciplined behaviors, there are a reward and punishment, and efforts to improve discipline behavior. The principal leadership style in developing the discipline character is transformational leadership as headmaster is committed to transform the character value for each member of the school community, for example, motivating the development, participatory decision making, improve collaboration, and mutual have high confidence in achieving success character development disciplines. The character development impact is school discipline can maintain relations of caring, respect, support, and collaboration between members of school staff, teachers, and learners. The school has academic and behavioral high levels and provides support for the discipline code development. Learners consider the rules as clear, fair, and not too loud. As a result of the intensive and collaborative evaluation, there were positive changes in the school about a late entry at school.*

Keywords--- *leadership style, character, discipline, Vocational High School, SMK.*

I. INTRODUCTION

Ilahi [1] argues that education is recognized as an alternative solution in growing the potential and skills of learners to be the generation that is ready and able to face the challenges of social change in people's lives. Therefore, education is not only aimed at developing the intellectual potential and skills of learners in each of the learning processes but also must be able to instill ethical values, moral maturity of the personality of the learner. Based on Law No. 20 the Year 2003 on National Education System[2] that education is a conscious and deliberate effort to create an atmosphere of learning and the learning process so that learners are actively developing the potential for him to have the spiritual power of religion, self- control, personality, intelligence, character, as well as the skills needed, society, nation, and state.

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But, the educational process at this time due to influence of modernity with the progress of science and technology, changes in the nature and character of learners experiencing drastic changes that deviate from the order of moral values. Education is considered a failure in instilling the value of personality and nationality in Indonesia[3]. Illustration, learners have a good academic grade, adequate skills but the attitude and behavior as a reflection of the positive character are questionable. For example, today the students show a lack of politeness or even dare disrespect to teachers, fighting in the school, the truant during the lesson, and promiscuity among teenagers. Education should be able to print the Indonesian people who have a moral and noble personality that suits the character of the nation, through the development of critical reasoning, moral values, the values of humanity, and spiritual holistically. The impact is expected that learners can appreciate the life that is reflected in the behavior and self-actualization.

The Indonesian Government through the Ministry of National Education launched the implementation of character education for all levels of education, with the hope of character education can build the national identity. One of them in Vocational High School (SMK), is one of the educational institutions that aim to create quality graduates who are able to participate and compete in the industrial world in the era of globalization. German Consul General of Republic of Indonesia Hamburg Consulate (2014), declared Germany as the industry is also known as the implementation of its vocational education system (vocational) were excellent. Vocational education (dual training) in Germany is designed to provide theoretical and practical knowledge for the students and implemented them with government and businesses or industries. Therefore, to achieve sustainable economic, Indonesia does not only require an increase in infrastructure but also requires an increase in human resources, especially vocational education.

The role of vocational education institutions that contributes to development in Indonesia should be balanced by the implementation of innovative vocational education by the Government, by carrying out strategic changes based on community needs one character education held in SMK. Character formation of students in SMK (Vocational High School) is the character conformity learners with employment practices learners, one character discipline. Habituation character of discipline in schools is expected to emerge both characters more in self-learners. Lickona (2013), suggests the discipline could be an opportunity to provide moral education. A self-discipline is a form of self-control that is the basis of compliance with laws and regulations of fair, one of the character traits of maturity that is expected by the public in any country.,[5] suggests that school discipline requires a commitment of the whole school, class, students through prevention, intervention, and development of self-discipline. Three approaches to improve the implementation of discipline in schools is an ecological approach to classroom management, school support positive behavior, and social and emotional learning.

The principal's leadership style is the key to success in implementing education character because the principal role is to promote, influence and provide a boost to the entire school community to achieve educational goals to be achieved at his school institutions., [6]argued that the school is a typical character of a non-profit organization, a particular challenge for the leadership of the organization must integrate mission, resources, and strategies. Option for an organization's mission depends on the potential for sufficient resources to carry out that mission. Instead, each mission, no matter how great the cause is likely to fail if the organization does not have adequate resources to carry out the mission and values of the organization's ethics.

Roche [6], a school principal should manage the school and lead at the same time. This action shows that the leadership process includes helping staff performance, identifying and revising the organization's goals, and make decisions, provide learning opportunities and maintaining the organization to achieve organizational goals., [8]if it wanted to devise better policies for the schools better, education policy must focus on equity and social justice or policy-oriented towards efficiency and excellence. Therefore, the quality of school leadership a significant key to the success of the school.

Principal's commitment to making the school as a community of virtue, somewhere qualities of moral and intellectual (respect, kindness, discipline, and to be honest), is needed as a solution to the issue of character in the world of education. Megawangi [9]suggested that the character of vocational students based on a moral dimension, the dimension of values and vocational personality dimensions. Characters' students can be formed through school programs. The student's

evaluation character can be assessed through indicators of honesty, discipline, respect, responsibility, fairness, caring, and citizenship. The vocational attitude dimension is the basis for determining the suitability of the student's character with the character of the work environment. Through the implementation of character education, vocational learners are expected to be able to independently increase and use knowledge, study and internalize and personalize the character values and noble character that manifested in everyday behavior.

SMKN 1 Jombang as the location of a study based on preliminary studies, illustrates that commitment character education implemented through measures include: the manufacture slogans pasted on spaces strategically devoted to all school members are inspired to do good character, for examples "Healthy Start From Me", " Healthy Schools, quality School", praying "*Dhuha*" nor shall congregation alternately, new students are required to follow the activities in the Air Force who were in the area Kabuh Jombang for practicing self-discipline, tolerance, responsibility, honesty canteen established in 2010 can survive until now showed a significant result for the mental development of students

The interest of researchers to study the agency SMK, that vocational education is secondary education that prepares students primarily to work in a certain field, vocational schools (SMK) as one of the institutions that prepare workers demanded to be able to produce graduates as expected by the world of work, with this it is necessary to understand how the leadership style of the principal in implementing character education, especially the development of the discipline code. This study aimed to describe the form of character development discipline, leadership style in character development disciplines, and its effects on SMKN 1 Jombang.

AI. LITERATURE REVIEW

2.1 Leadership Styles

A wide variety of leadership definitions in different viewpoints. Robbins[10], defines leadership as the ability to influence a group of members to work toward the goals and objectives set. Yukl [11], leadership is the process of influencing others to understand and agree with what needs to be done and how tasks are performed effectively, as well as the process to facilitate individual and collective efforts to achieve common goals. Geoff Berry [12], the leadership needs to carry out a fundamental role in the development of the organizational system to generate and maintain the culture of the school. The development of quality culture in schools requires school leaders to develop a thorough understanding, commitment, and philosophy as a means of improving the quality of schools.

The style of leadership in an organization, it needs to be examined as insight principals to lead a quality organization. Yukl [13], suggests that researchers interested in the management of highly emotional and symbolic aspects of leadership, this process helps us to understand how leaders influence followers to put the needs of the mission or society together. Some styles of leadership as a basis for determining the behavior of the leadership is charismatic leadership, transactional leadership, and transformational leadership.

Robbins [13], suggests charisma as a particular trait of a person that sets them apart from the crowd and is usually seen as the ability or quality of the supernatural, superhuman, or special forces. These abilities are considered as the power that comes from the *Ilahi*, and based on that a person is regarded as a leader.

Bass and Avolio [14], [15], explains that the transactional leadership emphasis on transactions or exchanges that occur between the leaders, colleagues, and subordinates. These exchanges are based on discussions with the leaders of the relevant parties to determine what is needed and how the specification conditions and wages or gifts if the subordinate meets the requirements specified. Characteristics of transactional leadership are contingent rewards (rewards or recognition for the efforts of subordinates) and management by- exception (fungi emphasizing management as a control, led to direct interventions on subordinates when standards are not met).

Bass and Avilio [16], suggests that transformational leadership has four dimensions called "the Four I's": (1) idealized influence (influence ideal), described as the behavior of a leader who makes his followers admire, respect and trust, (2) inspirational motivation, described as a leader who could inspire the team spirit within the organization through the growth

of enthusiasm and optimism, (3) intellectual stimulation, transformational leaders must be able to foster new ideas, providing creative solutions to the cases faced by subordinates, and (4) individualized consideration, transformational leaders described as a leader who would listen attentively inputs subordinates and specifically want to pay attention to the needs of subordinates will be career development.

Robbins [14], suggests that the transactional and transformational leadership should not be regarded as conflicting approaches. Both types of leadership are complementary. The Superior transformational leadership transactional leadership and produces levels of effort and performance followers beyond what could be achieved if only the transactional approach is applied.

2.2 Principal Leadership

Efforts to improve the quality of education needed in the optimization of all components, implementation, and educational activities. One optimization to improve the quality of education is the optimization of the role of the principal. Wahjosumijo in Setiawan [16], suggests that the behavior of the Principal Leadership headmaster capable to pioneer new thinking in the process of interaction in the school environment by doing any changes or adjustment objectives, goals, configuration, procedures, input, the output of a school with the demands of the development.

The results of the study cited by MC. Pherson Bernard et al (1986) in Syifa [17] about the principal effective with seven (7) characteristics: selfless, like cooperation, like to communicate, have authority, an expert decision process, have the balance and dynamics executive responsible. Research of Blumberg and Greenfield [19] explains that there are three factors of success principals, among others: (1) desire and desire strong to make the school as great as imagined, (2) to act proactively and quickly in taking the initiative, and (3) creativity to make themselves into the structures that played and ask for punctuality in the regulation to pursue what might be achieved in their personal goals as principal.

2.3 Characteristics of SMK

The purpose of vocational secondary education according to Law No. 20 of 2003, is divided into general purpose and special purpose. The specific objectives of vocational education are: (1) prepare students to become productive human beings, able to work independently, to fill vacancies in the health services, and other business as middle-level manpower by competence in various skills program chosen, (2) to prepare students to be able to choose a career, tenacious and persistent incompetent, adapting the work environment and develop a professional attitude in the field of expertise that interested, (3) equip learners with the knowledge of technology and art to be able to develop themselves in a later day either independently or through higher levels of education, and (4) provide students with the competencies that correspond to the selected program expertise.

Sonhadji [20], [21], states that there are three main characteristics in vocational education (technical) to consider its implementation, namely (1) an emphasis on psychomotor domain, (2) adjustment with technological developments, and (3) orientation in the field of employment. Learning the technique has its characteristics, namely the emphasis on psychomotor domains, then the increase in the motor must be done by completing the infrastructure in improving the practical skills or competence of students.

2.4 Character Education

Lickona [3], a character made up of operative values, values that function in practice. Character growth that makes a value into a character, a reliable inner disposition and use to respond to various situations in an immoral way. Thus a good character consists of knowing the goodness, kindness wants, and do good.

According to the Ministry of National Education[22]), character education is a conscious and deliberate effort to create an atmosphere as well as the process of empowering and familiarization of learners to build personal character or a unique group unique as citizens. Educational experts generally agree on the importance of improving the character education of informal-education.

Samani [22], suggests that character education can be defined as the value of education, character education, moral education, character education aimed at providing a good-bad decision, maintaining what is good. Planting of value to the

school community education meaning new character will be effective if it is not only the students but also teachers, principals, and staff of non-educators in all schools should be involved in character education.

Lickona [24], the character is formed of three kinds of interrelated parts: moral knowledge, moral feeling, and moral behavior. The three are the determining factors of moral maturity.

2.5 Discipline Character Improvement

Discipline is training that corrects, molds, strengthen, or perfects. Control gain by enforcing obedience or order. [25], [26], discipline teaches students to behave and interact responsibly, and to be responsible for their actions. Effective discipline is positive, preventative and productive. Guiding principles of effective school discipline include: promoting success for all students, creating a school culture where learning and safety are central, embracing and is practiced by all stakeholders in the school community, requiring collegiality and consistency in our approach, ensuring respect and responsibility, nurturing courtesy, cooperation, and accountability for actions, teaching appropriate student behavior, enhancing character development (is grounded in our attributes), setting high expectations for growth across the grades and as students mature, following a prevention-intervention model, and building partnerships with the greater school community.

Lickona [24], suggests moral discipline has a long-term goal to help children and adolescents behave responsibly in every situation, not only when people are watching. Moral discipline students tried to build a respectful attitude to the regulations, the rights of others, and the authority of the teacher, the student's responsibility for their behavior and their responsibilities towards the moral community classes.

Wuryandani et al [26], the character of discipline is a value system patterned owned by the school. To maintain the pattern value is maintaining within each member of the school community needs to be disseminated and internalization. Internalization is a process that continues over time and is expected to have an impact on the entry of value into one's self, which is expected to be a guideline for an individual in the act. In the process of internalization needed guidance and direction from teachers, parents, community, and peers.

BI. DATA COLLECTION

This study aims to reveal and describe in-depth the style of principal leadership in the development of the character of discipline in the SMKN 1 Jombang, the approach used is a qualitative approach. Bogdan and Biklen [27], declared a qualitative approach has the characteristics of the natural setting, as a key instrument, emphasis on process, inductive data analysis, and emphasizes the essence of meaning to every event that occurs in the setting.

The materials that were actively recorded by researchers to collect research data is the transcript of in-depth interviews, participant observation, and documentation. Interviews are used to gather information about the style of principal leadership in developing the character of the discipline, and its effects. To see firsthand observation forms character development disciplines. Documentation used to obtain official documents relating to the policies, rules about discipline.

The data analysis technique used in this research is a case study design then analyzes the data carried by the data analysis stage individual cases (individual case), namely: (1) data reduction, (2) presentation of data, and (3) conclusion. Validity accurately determines whether the research findings from the perspective of the researchers, participants, and readers of reports of research findings. Checking the validity of the data used in this study triangulation of data sources and methods

IV. DATA ANALYSIS

4.1 Results

4.1.1 Forms of Discipline Character Development

Form of discipline in the school of character development is a process of internalization and socialization through habituation and the creation of a conducive atmosphere inside and outside the classroom.

Habituation through the obligation for new learners to follow the discipline of education in cooperation with the Air Force (Air Force of the Republic of Indonesia) in the region Kabuh Jombang. The objectives of the characters from the education are for students to have a strong soul, do not give up easily, and not easy to complain, because these activities were grown a sense of unity, awareness, and discipline.

New students are required to follow the discipline of military training for three days in Kabuh, given the material on State Defence insight, insight into the discipline through Line Education Line (UN), and insight Pancasila. State Defence material is very useful to run the day-to-day life because it can see how the struggle of the hero, model on action heroes, and as the future generation should be able to maintain the integrity of the Republic. Education Material Line train learners in terms of patience, precision, discipline, and togetherness. These materials are expected learners can apply at school and home.

The creation of a conducive atmosphere through a commitment to comply with the order on time within and outside of learning that applies to students and teachers. The creation of an atmosphere conducive to learning, teachers, and students are committed to complying with the order on time to class as a moral responsibility efforts discipline. The commitment is implemented in writing, be transparent about the presence of teachers and learners. Its implementation, Chairman Grades are given card data as teacher attendance and student absences must be filled every day from the first hour until the seventh hour. The presence of teachers, for example, there are two codes: the code is present (on time, delayed more than 10 minutes, and left the classroom more than 10 minutes), the code is not present (no duty, no work). Compilation of data written documentation of the order on time to go to class in the recapitulation of each month, by performing a collegial collaboration between the vice principal of curriculum, a team of PSDM (Human Resource Management), and Chairman of the Class.

The creation of atmosphere through a commitment to comply with the order on time outside learning also applies to students and teachers. Especially when following the flag-raising ceremony every Monday starting at 6:30. For teachers obliged absences, who will be summarized by the PSDM (Human Resource Management) team as a report to the Principal. For learners presence of the ceremony is handled by Team Discipline is one of the duties of service recapitulation of all kinds of violations of discipline.

Schools evaluate a manner reflecting the results of behavioral disciplines teachers and students, there are a reward and punishment, and efforts to improve the behavior of discipline. The basic evaluation summary report in a transparent manner is the order arrived on time inside and outside learning. Reflection punishment for example, for students who commit disciplinary offenses, obtain appropriate punishment of violations, among others wash the garden, bathroom, or bring flowers to be planted by the learners. For teachers recapitulation that there is a violation obtain a verbal or written warning, delivered at the meeting of the evaluation by the principal with all the board teachers.

4.1.2 Leadership Styles in the character development disciplines

Style of principal leadership in developing the character of discipline is transformational leadership as head of the school is committed to transform the character value for each member of the school community, by way of an example, motivating the development, participatory decision making, improve collaboration, and mutual have high confidence in achieving success character development disciplines

The school principal committed to the development of character, by making changes to better schools, among others to consolidate to change the way of thinking or viewpoint that is adapted to the era of technology and reforms to improve schools, streamline some program activities, namely development activities at the department level by way of class start X no industrial visits, completing infrastructure in the majors, and completing a practical tool in

the workshop, IT developed steadily in an era of evolving technology through IT-based library, optimizing the IT-based management.

How Principal exemplify personality is a simple, low profile, go to school discipline, polite saying little but priority targets are met. Principal and staff are sharing the risks through consideration of the needs of the staff over the needs of personal and moral behavior ethically.

How Principal provides motivate the school community with the proposed discipline is an obligation not because of the compulsions, trying to accommodate all the needs of the services and in departments, goal attainment schools with work according to ISO and the vision and mission of the school, work regardless of how much money is obtained, work with sincerity, without counting the fortune been arranged by God, to work without supervision to indirectly support the performance.

How creative is the Principal foster participatory decision-making, improve collaboration and mutual have high confidence in achieving successful development of the discipline code. Examples headmaster encourage staff and evaluate the work in a new way, in the process of implementation of the compliance order on time within and outside of learning for teachers and students, OTM / Only Two Minutes to the progress of administrative data by archiving based IT, teachers are required to orderly administration to report performance.

Descriptions of the behavior of the principal in character development discipline for all member schools are characteristic of transformational leadership because the essence of transformational leadership is to empower followers to perform effectively by building their commitment to the new values, develop their skills and their confidence, and create a climate conducive to the development of innovation and creativity.

4.1.3 Impact of character development disciplines

The impact with character development is school discipline can maintain a caring relationship, mutual respect, support, and collaboration between members of school staff, teachers, and learners. The school has academic and behavioral levels high and provides support for the development of the discipline code. Learners consider the rules as clear, fair, and not too loud. The result of intensive and collaborative evaluation there were positive changes in the school about a late entry. The impact is visible on the search of official documents about the working paper SMKN Services Unit 1 Jombang year 2014-2015 include: (1) a recap assessment of customer satisfaction/learner to teacher productive program shows the delivery of character values to students by 97%, punctuality by 90%, class attendance by 95%, mastery of the material by 93%, the appearance and the friendliness of 98%, (2) performance assessment between the units that showed the collaborative and openness: Tim PSDM in terms of ease of service informal result of the performance of teachers or employees of 93%, openness in accepting the advice of 96%, proficiency in collaboration with other work units is 86%.

4.2 Discussion

The results of the research show that the shape of the character development of the discipline in schools is a process of internalization and socialization through habituation and the creation of a conducive atmosphere inside and outside the classroom. This concurs with the opinion of Osher et al.[5], three approaches to improving school discipline practices and student behavior: ecological approaches to classroom management, school-wide positive behavioral supports; and social and emotional learning. Agrees also with Ritzer and Goodman [29] in Wuryandani et al[27], that a key requirement for the maintenance of integration patterns in the value of the system is through a process of socialization and internalization. In the process of successful socialization, norms or values are internalized norms or values so that it becomes part of "consciousness actor". If the process of internalizing and socializing successfully, then the pattern of the value discipline of the schools are well maintained in the conduct of

every citizen of the school, so that will be created a conducive atmosphere in schools both inside and outside learning.

Research showing that this form of character development disciplines with the School of evaluating a manner reflecting the result of disciplined behavior teachers and students, there is a reward and punishment, and efforts to improve the behavior of discipline. It agreed with Jones[30] when inappropriate behavior occurs, disciplinary measures should be applied within an educational framework that is corrective and supportive rather than punitive. Schools should utilize a range of interventions, supports, and consequences that include learning opportunities for reinforcing positive behavior while helping students to make good choices. In some circumstances, a short-term suspension may be a useful tool. In the case of a serious incident, long-term suspension or expulsion, which is further along the continuum of progressive discipline, maybe the response that is required.

Results of the research showed that the leadership style of the principal in developing a code of discipline is transformational leadership as head of the school is committed to transforming the character value for each member of the school community, by way of an example, motivating the development, participatory decision making, improve collaboration, and mutual has high confidence in achieving successful development of the discipline code. It is agreed with Danim and Suparno[31], suggests to answer many kinds of problems faced in school, a transformational leadership style is one option for principals to lead and develop a quality school. Transformational leadership has an emphasis in terms of the vision and mission statement of the obvious, the use of effective communication, providing intellectual stimulation, as well as the personal attention to the problems of the individual members of the organization. This was confirmed by Yukl [13] which states that the essence of transformational leadership is to empower followers to perform effectively by building their commitment to the new values, develop their skills and confidence, and create a climate conducive to the development of innovation and creativity.

The results of the research show that the impact of the development of the discipline of character education is the school has academic and behavioral levels high and provide support for the development of the discipline code. Learners consider the rules as clear, fair, and not too loud. The result of intensive and collaborative evaluation there were positive changes in the school about a late entry. This is similar to the opinion Guide [30], A school-wide approach supports effective school discipline. Possible strategies for engaging the full staff and school community. Discipline should include strategies to teach school rules and procedures. A vital component of any school's effective discipline strategy is continual review and reflection on the goals that have been established. Opportunities for shared problem-solving and professional development should be built into the process. As with any school improvement initiative, regular assessment of progress should be conducted including data collection and analysis. Potential sources of data may include attendance and suspension statistics, student academic achievement, surveys, and school-based tracking records of in-school interventions, including office referrals. An effective school discipline plan will be regularly reviewed, revised and the next steps will be determined.

The results of studies showing that the school has a level of high academic and behavior and provides support for character development disciplines. Learners consider the rules as clear, fair, and not too loud. This is consistent with the opinion of Dupper [32] suggests that a positive school climate needs to be created by taking into account the following criteria: (1) the physical condition of schools of interest, (2) the school has an effort to build and maintain strong relationships caring, mutual respect, and collaboration between the members of school staff, students, and families, (3)

VI. STUDY RESULTS, SUMMARY AND CONTRIBUTION

Forms of character development school discipline is a process of internalization and socialization through habituation and the creation of a conducive atmosphere inside and outside the classroom so that habituation behavior of discipline should be mediated and / or managed by the development needs of the students, school culture, class composition, and school climate.

Style of principal leadership in developing the character of discipline is transformational leadership as head of the school is committed to transform the character value for each member of the school community, by way of an example, motivating the development, participatory decision making, improve collaboration, and mutual have high confidence in achieving success character development disciplines. One of the effective forces whose role is responsible cope with change is the leadership of the principal, which is the behavior of the principal that is capable of initiating new thinking in the process of interaction with the environment of the school to make changes or adjustments to goals, objectives, procedures, input, process or output of a school according to the demand of development so that the style of leadership that has been developed and proven to be effective at this time is transformational leadership.

The impact with character development is school discipline can maintain a caring relationship, mutual respect, support, and collaboration between members of school staff, teachers, and learners. The school has academic and behavioral levels high and provides support for the development of the discipline code. Learners consider the rules as clear, fair, and not too loud. The result of intensive and collaborative evaluation there were positive changes in the school about a late entry. Discipline teaches learners to behave and interact responsibly and be accountable for their actions. This indicates schools have regard to the principles of discipline effective school which is to create a school culture, the implementation of discipline supported by all community schools, maintain collaboration and accountability, enhancing the development of the character by the characteristics of the school, and building partnerships with the larger community to work together in character development disciplines.

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