

## **Character-Based Educational Leadership in Madrasah Aliyah Negeri 1 Palu City**

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**ABSTRACT:** *The purpose of this research is to find and explain the character value developed in character-based educational leadership in Madrasah Aliyah Negeri (MAN) 1 Palu City. Research is conducted in the field qualitatively with a phenomenological approach and presented descriptively. This research shows that MAN 1 Palu city is an educational institution that develops educational leadership based on character. The character is then distributed, socialized, and internalized to educators, education staff, and students. The character value internalized in educators, education staff, and students is sincerity, exemplary, care about the environment, honesty, discipline, and responsibility. These values are then believed and practiced by educators, education staff, and students in managing and actualizing educational activities in MAN 1 Palu City. Therefore, MAN 1 Palu City can grow and develop excellent achievement and character with the educational leadership that can internalize these character values.*

**KEYWORDS:** *Leadership, character, educational leadership.*

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### **I. INTRODUCTION**

The head of the madrasah leader primarily determines the success of madrasah education. Through the leadership of the head of the madrasah, madrasah management can be adjusted to the procedure, namely the implementation of management functions well (Ahmad, 2014). No wonder that one of the indicators of leadership success in madrasah can be measured by leaders' ability to manage education in their institutions. Creative and innovative educational institutions will be realized if led by leaders who understand the management of institutions. One of them is leadership that can produce graduates with character. Therefore, in madrasah, one essential leadership task is policymaking and managing education in realizing the character of teachers and students with direction and good (Arif, 2013).

No wonder that a leader in madrasah is an essential basis in realizing a characterful education in the institution. The educational leadership in madrasah determines the quality of character education. One characteristic in madrasah education is to realize qualified and characterful students (Ardana, et al. 2019). Good educational leadership should be needed to achieve the goal, namely the excellent leadership in realizing students and teachers with the noble character following the vision and mission of the institution (Badrudin, 2017).

It shows that madrasah should orient this need, namely the need for character value-based educational leadership (Amin, 2018). That is, management activities carried out by leaders should be able to prioritize the standard of character value of students and teachers. Therefore, madrasah requires educational leadership to manage and progress character education in Madrasah (Sisdiknas, 2013). From here, the educational leadership in madrasah is expected to make policy that can improve the quality of madrasah into competent institutions in developing students' and teachers' character. However, the quality of madrasah can not be released with character-based educational leadership, namely leadership that can realize the excellent character in Madrasah (Budiati, 2016).

Through this character-based educational leadership, madrasah will have competitiveness in realizing excellent character in students and teachers. From here, the quality of madrasah is put forward with the vital task of educational leadership (Cahyani, 2009). One of the indicators is when the output of students can be accepted in higher education as the next education institution because of their excellent character and breadth of knowledge (Wahyudi, 2009). Madrasah institution that develops character-based educational leadership is MAN 1 Palu. In addition, the madrasah institutions develop character-based educational leadership that can conduct religious coaching on students well (Thoha, 2010). The character-based educational leadership of these two madrasah can increase the resources of teachers and students who have professional character, creativity, innovation, have great competence, have high competitiveness, not only from leaders, but all involved in the management of institutions or organizations (Wahyudi, 2009).

Educational leadership in MAN 1 Palu has a reliable competence in managing education for the character development of students and teachers (Thoha, 2007). Leadership in this madrasah can protect subordinates and control their leadership functions well. Educational leadership has competence, proficiency, and ideas to build the madrasah. Educational leadership has the competence of managerial, social, personality, related to various programs, efforts, evaluation, supervision, and development of learning in madrasah and better management of facilities and infrastructure and services to students. More intensive public relations create a conducive madrasah and provide comfort to students to learn effectively and efficiently (Wahdjosumidjo, 2003).

The educational leadership of the two madrasahs has personality, professional experience, and decisions made by madrasah regarding the functions of leaders in the field of education and teaching. Continuous improvement of madrasah quality is part of efforts to improve the quality of Madrasah (Mulyasa, 2004). It is crucial because madrasah activities are an essential element in determining the achievement of organizational objectives. Therefore, the role of leaders in madrasah as managers is very calculated in improving the quality of madrasah and related to the vision and mission of madrasah to reference the direction of the real madrasah (Mulyasa, 2002). Therefore, the leadership of education is significantly determined by hard work and *istiqamah* (consistency) of leaders in realizing the commitment to achieve success and success in achieving the quality of madrasah and the character of teachers and students.

Professional educational leadership needs to begin the formulation of goals, tasks, and responsibilities for a leader to improve his or her performance. As an illustration, this becomes very important for a professional leader in educational leadership in Madrasah (Mulyasa, 2004). The educational leadership of a madrasah always needs to do character and moral coaching for teachers and students. The goal is to be able to realize a better quality of madrasah in building a sustainable character. Therefore, madrasah as educational institutions with an Islamic characteristic has a very noble purpose, namely to show the role of madrasah in people's lives to be a reference in the formation of character values (Cahyani, 2009).

Educational leadership in madrasah should be able to realize madrasah oriented to the character needed in community development. Therefore, one of the essential orientations in madrasah education leadership is to lead well to produce a proud output, especially in terms of its character (Soehardjono, 2001). With good character, the attitude or behavior of students can provide a better life order so that it becomes a reflection for the community to be exemplified (Fajar, 2010). Therefore, this study focuses on assessing the value of the character of educational leadership in MAN 1 Palu city that can bring progress to madrasah, especially in terms of character development in both teachers and students.

## **II. METHODOLOGY**

The location of this research is in Madrasah Aliyah Negeri (MAN) 1 Palu Jl. Jamur No. 38 Balaroa subdistrict Tatanga Palu City Central Sulawesi. The research is qualitative, which conditions the presence and involvement of researchers in the field because the researcher acts as an instrument (Moleong, 2015). The data collection techniques in this study were conducted with observation, interview, and documentation (Suginon, 2015). Observations are conducted directly by observing various educational activities in the madrasah, and interviews are conducted with questions and answers directly to teachers, principals, and students of MAN 1 Palu. At the same time, documentation is done with an analysis of learning documents, school documents, and journals of learning activities (Sugiono, 2015).

After the data related to character values in leadership in MAN 1 Palu is collected, data validation is done through triangulation, namely by comparing observation data, interviews, and documentation (Muhadjir, 2006). The data that has been valid triangulation results are then analyzed with data reduction measures, data classification, and data verification (Mulyana, 2015). This data analysis is done by identifying, analyzing, and finding the meaning and theory of the phenomenon of character value in leadership in MAN 1 Palu. The analysis is based on: (1) apply the conceptually inductive approach that can be done by comparing principle of and combining the findings of each research case; (2) the results of comparing and combining each case of the research object shall be used as the basis for drafting a conceptual statement or case proposition; (3) assess the similarity of proposition with the facts referred to; (4) reconstruct the proposition following the reality of each case; and (5) repeat this process until it finds the necessary data (Sutrisno, 2004).

## **III. DISCUSSION**

Madrasah Aliyah Negeri (MAN) 1 Palu city is an educational institution with an Islamic characteristic under the auspices of the Ministry of Religion. Education in MAN 1 Palu city is conducted by prioritizing the internalization of character based on Islamic values. It is reflected in the behavior and beliefs of students and teachers in daily activities. The character with an Islamic value base is formed by educational leadership in madrasah oriented to Islamic character. It means, through the educational leadership conducted by MAN 1 Palu, the values of lead character can be distributed and internalized in students and teachers. The forms of leadership

values distributed, socialized, and internalized in students and teachers through educational leadership in MAN 1 Palu city are as follows.

### **The Value of Sincerity**

Madrasah Aliyah Negeri (MAN) 1 Palu city makes sincerity the foundation of every action done by all madrasah residents, especially students and teachers. It shows an attitude that is characteristic of MAN 1 Palu city in cultivating positive actions, namely the sincerity value of education staff, teachers, and students into a value developed through educational leadership in Madrasah Aliyah Negeri 1 Palu. Through the knowledge, passion, and practice as the basis for improving the values of the character of sincerity. It shows that the values instilled by educational leadership to all madrasah residents are oriented towards the value of sincerity character. Therefore, directed educational leadership in the scope of academic development in MAN 1 Palu values sincerity as the value in the collective consciousness. The value of sincere character is also an essential basis in the actions taken by teachers and students of MAN 1 Palu.

Zaenab Badjeber, as the head of the madrasah, explained that madrasah always makes sincerity the foundation of every action done by all madrasah residents, especially students and teachers. It indicates an attitude that has a particular characteristic in performing positive actions. The value of the students and teachers developed in Madrasah Aliyah Negeri 1 Palu through educational leadership oriented to the value of sincerity. Teachers and students do their work only to worship Allah and not always judge by material. The purpose is only to preach with what is given to them in the form of knowledge owned.

The value of sincerity is also embedded in the personalities of leaders, teachers, and education staff, and students. This value of sincerity has an impact in the form of willingness to sacrifice for madrasah as a manifestation of practical sincerity values. The sincerity is interpreted as characteristic of the soul that does deeds based on devotion to Allah Almighty, through themselves, among others, the community, and the surrounding environment in the form of self-sincerity. From here, the value of sincerity character can realize MAN 1 Palu residents who actualize various learning activities for devotion or worship to Allah Almighty.

### **The Value of Exemplary**

Exemplary is a significant value in the activities of human life. The leaders must be able to set a model of what they lead. It shows that every human behavior and action always follows based on what they have seen. Therefore, the educational leadership in MAN 1 Palu city develops the value of exemplary character in educators, education staff, and students. All realize that as an educational institution, all need to provide a good example—the exemplary starts from a leader, teachers, and education staff, to students. The purpose is that students imitate the leader so that madrasah is organized to do the same kindness.

Development of character-based educational leadership that directed is carried out with exemplary. Zaenab Badjeber, Head of Madrasah, explains the formation of character values in madrasah is based on the values of qur'ani and Sunnah Nabawiyah, such as exemplary (*uswah hasanah*), trust, honesty, discipline, habituation of clean living, communicative, intelligent and excellent national character, such as a sense of responsibility, care, perseverance, courage, mutual respect of others, certainly can not be separated from the conducive atmosphere. These values are conveyed and integrated with exemplary so that teachers, education staff, and students to be role models for anyone.

With this character of exemplary, the problems that arise and unwanted, such as naughty students, laziness, truancy, absence from lessons, can be overcome with exemplary. The exemplary character is aligned with the vision and mission of MAN 1 Palu, which always provides a good example, *uswah hasanah* for the big family of madrasah. The character of exemplary create the teachers, education staff, and students put the public interest above personal or group, mutual respect, good cooperation, making the basis of character values in the Qur'ani and Sunnah Nabawiyah, which are interpreted and understood carefully and practiced in daily life for improving the quality of madrasah.

The exemplary character-based educational leadership in MAN 1 Palu city can create teachers, education staff, and students as leaders who strive to be role models. The value of exemplary character then creates a good order in MAN 1 Palu City. The kindness was done by teachers, education staff, and students, who are then imitated and exemplified by others. With exemplary, MAN 1 Palu City can serve as a good education provider because all teachers, education staff, and students put themselves as leaders who must provide a role model for anyone.

### **Value of Care about the Environment**

One of the values of character developed by educational leadership in MAN 1 Palu is the value of care about the environment. This character value emphasizes the attitude of teachers, education staff, and students always to maintain cleanliness, plants, and the environment. All of this is based on the belief that cleanliness (environment) is part of the faith. Hence, the environment of the madrasah that clean, green, comfortable, and

beautiful represent the residents. Therefore, caring about the environment becomes a character value developed by teachers, education staff, and students.

Zaenab Badjeber, as the Head of MAN 1 Palu explained that in madrasah developed educational leadership that is realized in the form of increasing values of caring for the environment taken several approaches: (1) educators provide awareness about environmental concerns anywhere, both inside and outside the classroom, (2) care for the madrasah environment is carried out in a movement to dispose of waste in proper place that always reflects a good and clean environment so that the students grow and develop and have good character values, (3) there is supervision of the behavior of students in the activities of maintaining the environment in daily life; (4) the practice of character values through various environmental activities in madrasah, (5) strengthening the culture of good cooperation, forming awareness of environmental moral values, and building knowledge about madrasah environmental concerns, and (6) involving madrasah committee of parents and the surrounding community in environmental management.

The success of educational leadership to develop awareness and care about the environment makes the environment in MAN 1 Palu city and its surroundings green, comfortable, and clean. It is a success of educational leadership in MAN 1 Palu that can distribute and internalize leadership with a character base of love or care about the environment. Character values can then mobilize teachers, education staff, and students to maintain and take good care of the madrasah environment together.

### **The Value of Honesty**

The value of honesty is a value developed in educational leadership in MAN 1 Palu. This value is perceived as a great and noble moral before Allah SWT. The form of honesty character value is practiced in madrasah through respect, not taking something that is not their right. These attitudes are a reflection of attitudes and deeds over honest character. With this value, the honest character of teachers, education staff, and students can build the character quality of MAN 1 Palu.

No wonder if the value of this character is emphasized in MAN 1 Palu City. Dra. Hj. Zaenab Badjeber, M, Pd. I, as the head of the madrasah, explained that the form of character-based educational leadership values in MAN 1 Palu city is based on the values of the Qur'an and the Sunnah of the Prophet Muhammad SAW, namely character values. Character values are then implemented in the form of exemplary or *uswah hasanah*, trust, trustworthiness, discipline, habituation of clean living, or similar which is certainly not released from the excellent nationality value character, such as a sense of responsibility, care, perseverance, courage, mutual respect of others, indeed can not be separated from a conducive atmosphere.

The formation of the value of honesty makes teachers, education staff, and students adjust to the development of the times to become an advanced madrasah and known to the public. Furthermore, the value of honest character can solve problems that arise in students, such as students who are naughty, lazy, and often skip not following lessons. Educators and education staff also continue to supervise and mentor with an honest basis towards students. Thus, the value of honesty character binds a good relationship between teachers, education staff, and students.

The value of honesty as the basis of teachers, education staff, and students is very put forward in the educational leadership in MAN 1 Palu City. From here, the teachers, education staff, and students exemplify the character of honesty value of the leader. In carrying out daily activities, the teachers, education staff, and students are based on the understanding, knowledge, passion, and practice of honesty values reflected in daily attitudes and behaviors. Building the value of honesty through educational leadership in MAN 1 Palu city reflects a responsible attitude towards oneself and mutual respect among human beings directed evidence of human life. From honesty value, character development through educational leadership can be done so that MAN 1 Palu City can progress and develop from character development.

### **The Value of Discipline**

The value of discipline is essential to be developed in madrasah educational institutions. Through this disciplinary value will be formed behavior and attitude of teachers, education staff, and students who uphold obedience, loyalty, and regularity to the rules of Madrasah (Arif, 2017). In addition, the value of discipline will build awareness of carrying out the responsibilities of madrasah according to conscience. Of course, instilling a disciplined attitude in madrasah can be done through educational leadership. Educational leadership based on discipline will create disciplined behavior of the teachers, education staff, and students. From here, discipline is an attitude that will obey and follow the rules with a sincere heart because it has a directed goal that wants to be achieved in this life.

Zaenab Badjeber, as the Head of MAN 1 Palu City, explained that instilling the value of discipline through educational leadership can build the attitude of the teachers, education staff, and students in appreciating and managing time (optimization of time); regulate and control based on the principle of freedom; consequently on self-made rules (committed and responsible); create and do everything based on a priority

scale; have high social values and sensitivities; understand the virtue of living together (being with others) in regularity and harmony; and understand the obligations to be performed and avoid prohibited things.

With the value of discipline, various activities carried out by school residents represent attitudes in understanding problems related to discipline and finding relationships with success in life; reflecting and sharing about the impact of discipline on the achievement of goals; carrying out internal supervision and finding the self-evaluation result and conducting self-discipline rules consistently, consequently and responsibly; reflect on the benefits of applying the rules of self-discipline consistently and consequently; forming disciplinary mobilization groups in the classroom; collect and analyze data on irregularities/disciplinary violations in schools; making decisions and sanctions for violations committed; observe and report irregularities/violations that occur in the classroom; define discipline as a living culture; have a self-commitment in applying discipline as a culture/tradition of living consistently and responsibly.

The educational leadership conducted in MAN 1 Palu emphasizes the importance of disciplinary values practiced by teachers, education staff, and students to become disciplined individuals, time discipline, learning discipline, religious discipline, and mutual respect. Students show disciplined attitude, among others make a rule formulation; manage personal needs (study, rest, eating, exercise, and others); come to school on time, not late in various activities (extracurricular, additional lessons, or similar); perform tasks according to priority scale and not procrastinate; sort and distinguish the experience of obeying and breaking the rules; do an activity based on their awareness; obey the rules/restrictions made by parents/teachers/classes/themselves.

### **The Value of Responsibility**

The educational leadership in MAN 1 Palu is very concerned about the character of responsibility for teachers, education staff, and students, both the responsibility on madrasah, oneself, and others. This attitude of responsibility is then manifested in deeds that uphold the commitment ingrained in each leader, not only to subordinates but also to the personal self. Through responsible attitude, all work, routines, and tasks of madrasah are carried out well by teachers, education staff, and students.

Mursalin, as Deputy Head of Public Relations MAN 1 Palu, explained that one of the responsibilities carried out in educational leadership is to build awareness of every teacher, education staff, and students to work responsibly to God Almighty. We realize that we are leaders following the responsibilities in the madrasah. The leader always wants the best personal leadership. Therefore, teachers, education staff, and students consistently improve relationships with subordinates or fellow organization members, establish good cooperation, put forward mutual understanding, and active communication between leaders and subordinates. The goal is to realize responsible leadership.

It shows that the approach taken by the educational leadership in MAN 1 Palu is organized to instill the value of responsibility. Responsibilities are well understood by teachers, education staff, and students in carrying out their duties and obligations in working and learning. The responsibility can then organize teachers, education staff, and students to carry out their responsibilities. So that MAN 1 Palu City can grow and develop well in the development of character responsibility. Thus, the organized character is carried out in educational leadership in MAN 1 Palu City.

The explanation above can be found and identified that the educational leadership conducted MAN 1 Palu is based on character. Therefore, educational leadership is organized to instill character values in teachers, education staff, and students. Character values built are the value of sincerity, exemplary, care about the environment, honesty, discipline, and responsibility. The values forged in educational leadership are then believed and practiced by teachers, education staff, and students to manage and actualize the educational activities of MAN 1 Palu. With the educational leadership that can internalize the character values, MAN 1 Palu can grow and develop excellent achievements and character.

## **IV. CONCLUSION**

educational institution that develops character-based educational leadership. The character value is then distributed, socialized, and internalized to the teachers, education staff, and students. The value of character that becomes the basis of educational leadership and internalized in the teachers, education staff, and students is (1) the value of sincerity, which organizes and conditioning the teachers, education staff, and students to work and learn sincerely; (2) the value of exemplary, which organizes and conditioning teachers, education staff, and students to establish themselves as good leaders, leaders who give good attitudes to be imitated; (3) the value of care about the environment, which organizes and conditioning teachers, education staff, and students to consistanly maintain the cleanliness, comfort, and greenness of the madrasah and surrounding environment; (4) the value of honesty, which organizes and conditioning teachers, education staff, and students to do all deeds in working and learning honestly; (5) the value of discipline, which organizes and conditioning teachers, education staff, and students for discipline in work and learning; and (6) the value of responsibility, which organizes and conditioning teachers, education staff, and students to be responsible with work and learning tasks. These values are then believed and practiced by teachers, education staff, and students in managing and actualizing

educational activities in MAN 1 Palu. Therefore, MAN 1 Palu City can grow and develop excellent achievements and character with the educational leadership that internalizes the character values.

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