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PRINCIPAL'S LEADERSHIP IN REALIZING CHARACTER EDUCATION

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ABSTRACT

Several articles on the review of principals' leadership and character education, especially in the world context, can be found. The purpose of this review is to find out the principal's leadership in realizing character education in a world context. Based on the literature reviews from various countries globally, the authors find the scope of the article being reviewed is still minimal. It is not very easy to get literature that combines the two variables; therefore, the writer will positively explain the findings for each variable. The literature review results about the principal's leadership show that the principal's leadership in carrying out his role as a leader impacts teacher performance and student personality. Literature review of character education shows that the principal has a significant role in realizing student personality. Thus, the authors are interested in following up on the principal's leadership in realizing character education.

1. INTRODUCTION

Education is expected to direct students to get a better understanding of the sciences that can benefit their lives. Education is the primary means of providing input to students to be able to then live in their neighborhood. (Brooks, Hughes, & Brooks, 2008). Education functions in encouraging students to be able to live appropriately and be familiar with their environment. Education is expected to prepare students to be able to live their lives well, but not infrequently. It contradicts that expectation. Education apparently can also make students feel unfamiliar with the reality of life contained in their environment. (Wibowo, Madjid, & Marietta, 2018). Today, there is a pedagogical model based on character education because character education can be realized as an instrument of learning that is close and applicable to life. Students do not have to learn things that are not close to their lives or are not experienced. Character education can bring students to better understand social life by first trying to recognize themselves. (Li, Hallinger, & Ko, 2016). Child-friendly schools are academic units in every planning, learning activity, and policy guaranteeing children avoid violence through a friendly, safe, and healthy environment (Minister of Women's Empowerment and Child Protection Regulation No. 8 of 2014 concerning Child-Friendly School Policies). The goals of Child-Friendly Schools are: First, to guarantee that every child is protected from violence. Second, the education unit prepares children to grow and develop into responsible individuals. (Nir & Kranot, 2006). Leadership has increasingly been seen as a "group function: it occurs only when two or more people interact," and thus, leaders "intentionally seek to influence the behavior of other people" rather than command, the latter being dependent on obedience and compliance. Recent research has shown that effective leadership is intensely interpersonal rather than being "strong" and decisive, involving working with individuals and teams to "transform" teaching and learning. Leaders' relationships with their "followers" have

thus assumed greater importance than the more technical aspects of administration, management, and decision-making. Leadership is essential in creating positive, innovative learning cultures and the facilitation of quality teaching and learning. It has been recognizing that positive school culture can take years to develop, with there being powerful yet complicated to discern deeply rooted causes and manifestations of school culture. Leadership is highly influential in the development of such a culture (Dinham, 2005). However, leadership succession is also a vital issue. Hargreaves and Fink (2004) note how highly successful and dynamic schools can quickly decline with the departure of an effective leader.

The situation in the world of education, which is not yet fully oriented towards the development of student's character, and still often only in the interests of the authorities or political interests, must immediately take action to save education. The principal has an essential role in realizing the character education of the child-friendly school. Education must be returned to the initial goal of the students being the center of learning, and not just understanding knowledge but morals, attitudes, better known as character education. The urgency of the character education program must be implemented immediately to save the young generation of Indonesia, and the school principal as a leader in the education unit is at the forefront to make it happen.

There are many ways that school principals influence school members to work. Based on various perspectives, different approaches may be developed to lead, manage or control. For example, using the classical management theory, a principal may initiate formal structures such as roles, policies, rules and regulations, rewards, and punishments to manage school members' behavior. This leadership approach is usually known as structural or technical leadership. Alternatively, in the human relations tradition, a principal has to satisfy school members' social needs to motivate them to work: this is labeled as social leadership. (Cheong, 2000). Thus, this study aims to find out more about how the principal's leadership realizes character education.

2. METHODS

This research can be categorized as a literature review research. The purpose of conducting a literature review is to obtain a theoretical foundation that can support the solution of the problem being studied. The review process begins with a search engine, google scholar, to search for articles with keywords—principal in realizing character education. The search ranged from 2015-2019 and identified a total of 200 studies and articles. The criteria for inclusion in this study are as follows:

1. Research carried out in the world
2. This research uses English
3. Dissertations and theses are excluded.

Tabel 1. Principal's Leadership In Realizing Character Education

Writer and Year	Title	Country	Method	Sample	Result
11 Brooks, Jeffrey S, Hughes, Roxanne M, Melanie C, 2008	Fear and Trembling in the American High School: Educational Reform and Teacher Alienation	USA	Qualitative	42 Teachers	One of the contributions of this study is that it suggests that the sociological cost, in terms of alienation, extends beyond work-life and influence teachers' lives en toto

Writer and Year	Title	Country	Method	Sample	Result
12 Eissa Al-Safran, David Brown, Alexander Wiseman	The effect of principal's leadership style on school environment and outcome	Kuwait, USA	Quantitative	56 schools USA, 27 schools Kuwait	4 There exists a cause/effect, direct and indirect relationship between a principal's leadership style and school outcome. An indirect one is where the principal's leadership style influences the school's environment, impacting the school's outcome.
Felipe Aravena (2017)	Destructive Leadership Behavior: An Exploration Study in Chile	Chile	Qualitative research based on the phenomenon of interpretation	207 (34%) 10 One of the contributions of this study is that it suggests that the sociological cost, in terms of alienation, extends beyond work-life and influence teachers' lives in toto	15 Leaders often labeled as destructive show autocratic leadership, poor communication, inconsistent/erratic behavior, and poor strategic skills.
14 Melanie C. Brooks & Jeffrey S. Brooks (2018)	Culturally (ir)relevant school leadership: Ethnoreligious conflict and school administration	Philippines	Qualitative	42 Principals	The principal in Northern Mindanao is a leader that is not culturally relevant. They perpetuate the status quo of marginalization of students from various

Writer and Year	Title	Country	Method	Sample	Result
	on in the Philippines.				backgrounds. As a result, some students receive the opportunity to get a quality education while others do not.
Lijuan Li Philip Hallinger James Ko, 2016	Principal leadership and school capacity effects on teacher learning in Hong Kong	Honk Kong	Qualitative	32 Schools	The study sought to explore how dimensions of leadership and school capacity were related to reported levels of teacher professional learning in our sample of 32 Hong Kong primary schools. In general, the capacity dimensions evidenced higher mean scores and more minor standard deviations than those for principal leadership.
Stephen Dinham, 2005	Principal leadership for outstanding educational outcomes	Australia	Qualitative	38 Schools	Given the project, the aim was to identify and investigate faculties and teams producing outstanding educational outcomes in Years 7 to 10, rather than effective schools as a whole or effective Principals.
Cheng Yin Cheong	The Characteristics of Hong Kong School Principals' Leadership: The Influence of Societal Culture	Hongkong	Quantitatif	60 Schools	As school leaders must deal with these challenges, principal leadership becomes crucial for leading change and enhancing school effectiveness and educational performance.

Writer and Year	Title	Country	Method	Sample	Result
Battistich, Victor, 2005	Character education, prevention, and positive youth development	USA	Qualitative		The primary argument advanced here is that by having schools focus on comprehensive character education—i.e., promoting the positive development of young people, not just academically but also emotionally, ethically, and socially—they may not only promote students' overall positive development as individuals and citizens but also effectively prevent the occurrence of a wide range of current social problems among our youth.
Smith, Wilma F.; Andrews, Richard L., 1989	Instructional Leadership: How Principals Make a Difference	USA	Qualitative		The clinical supervision model can be a dynamic force in helping principals improve their supervision and evaluation skills, as we have seen in the examples of principals at all levels working collaboratively with their superintendents.

3. RESULTS AND DISCUSSION

This section reports the main findings reviewed from several articles the author has read. Analysis shows that most articles focus on how the principal's leadership is and how character education is. The articles that have been reviewed are research conducted in a world context. Table 1 explains the results of the literature review conducted by the authors. The results of the majority of studies indicate that it is difficult to obtain literature that combines the two variables so that the writer will positively explain the findings for each variable. The results of research on the principal's leadership show that the principal in carrying out his role as a leader impacts

the realization of the character of learners. The results on the principal's leadership to realize character education experience, students' educational benefits, and social development while studying. The ¹ broad conclusion is that when the authors consider all the review studies on the leadership of principals in realizing character education conducted in various countries in the world, it shows that the leadership style and leadership of principals are very important for organizations including educational institutions and have positive and negative impacts due to their influence towards academics in education.

The premise of this article is to find out how the principal's leadership in realizing character education. Given the novelty of research on principals' leadership in realizing character education, there has been no research exploring this relationship. The findings of this study are noteworthy; the importance of understanding principals' leadership in realizing character education requires further discussion. The main finding of this article is that it is difficult to obtain literature that combines the two variables so that the writer will positively explain the findings for each variable. The findings are related to character education that there are still many who see that character is related to good habits and bad habits. (Lapsley & Narvaez, 2007). Findings related to principals' leadership indicate ⁷ that principals consider training activities related to human resources, executive leadership, school culture, and strategic operations to have a "high" influence on their effectiveness as school leaders. This review has limitations including; First, it is only reviewed in English, so other studies are not reviewed due to limitations. Second, this article does not discuss dissertations and theses because they can cause publication bias in the results. Third, the scope of the article reviewed is firmly minimal, and it is not easy to get literature that combines the two variables.

4. CONCLUSION

Principal leadership is essential for ¹ the success of school organizations because leaders create positive changes in education by encouraging staff in the school to take the initiative and change. In implementing the education program code, principals need to have a style of leadership that is appropriate to carry out the program are optimal. The principal's leadership can influence educators through teaching and non-instructional assignments, ¹ the level and manner of the principal's leadership influencing student learning outcomes depending on the particular behavior and overall features of the school environment, namely: principals, teachers, students, and community contexts. The results of most studies indicate that it is difficult to obtain literature that combines the two variables. Therefore, it is necessary to follow up on the principal's leadership research in realizing character education.

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