Five Steps to Success for Principals in Developing Students Morals in Junior High Schools

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Abstract

A school must cooperate with stakeholders, such as in this author's research at junior high schools in Solok City, to participate in the prosperity of the mosque in their neighborhood by participating in religious activities managed with the local government and others. This is useful for fostering student morals and character. The purpose of this study is to analyze the steps in realizing students with good character. This research uses a qualitative method with a descriptive approach. The results of this study are: 1) The principal plans the moral development of students by instructing all teachers to incorporate moral development into the lesson plan. 2) The principal organizes moral coaching, starting from level 1 moral coaching carried out by educators and education personnel, then level 2 moral coaching carried out by guidance and counseling teachers whom the homeroom teachers cannot handle. Level 3 is managed by homeroom teachers and guidance and counseling teachers, while Level 4 involves students working with their parents. 3) The principal implements moral coaching for students. 4) The principal controls the moral development of students through all teachers who teach. Teachers have the responsibility to guide, foster, and direct students to have good morals. 5) The principal evaluates the moral development of students by providing punishment or sanctions, in collaboration with parents. The implications of this research can provide an overview for school principals and educators in developing the morals of students.

INTRODUCTION

Student moral development (Sriwardona et al., 2023) (Murniyetti et al., 2016) (Umniyati & Ismawati, 2021) (Guchi & Sunarti, 2021) (Hsb, 2021) (Adib, 2021) (Sriwardona, 2019)requires strategic steps from the principal so that the characters that emerge are ideal characters and show the characteristics of Indonesian citizens. Noble morals include ethics, character, and morals as a manifestation of religious education (Bafadhol et al., 2017) (Ginanjar, 2017) (Nugroho Warasto, 2018) (Zamroni, 2017) (Zaman, 2018) (Sriwardona, 2022) Increasing spiritual potential includes practicing, understanding, and instilling religious values, as well as practicing these values in individual or collective social life. Increasing spiritual potential ultimately aims at optimizing the various potentials possessed by humans, the actualization of which reflects their dignity and status as God's creatures.

The activity is given by following the guidance that religion is taught to humans with a vision to create humans who are pious to God and have noble morals, and aims to produce humans who are honest, fair, have good character, are ethical, respect each other, are disciplined, harmonious and productive, both personally and socially.

This activity is expected to produce humans who always strive to perfect their faith, piety, and morals, and are active in building civilization and harmony of life, especially in advancing the civilization of a dignified nation. Such humans are expected to be resilient in facing challenges, obstacles, and changes that arise in social interactions both locally, nationally, regionally and globally.

Junior High School students need guidance so that they can apply noble character. The reality is that junior high school students almost no longer do activities to mosques around their homes, either to worship, learn to read the al-Qur'an, attend *wirid*/recitations and other activities in order to increase their faith and prosper the mosque. They are trapped in their busyness to study and worldly activities alone, so that morals emerge that are not in accordance with Islamic teachings and applicable norms. Overcoming this, strategic steps are needed by the principal as the leader of the institution.

METHODS

To conduct this research, the author chose a qualitative method (Abdussamad, 2021) (Rusli, n.d.) (Hunter et al., 2019) (Safarudin et al., 2023) (Pathollah et al., 2024) (Movitaria et al., 2024) with a descriptive approach. A descriptive approach can be chosen to describe the object being studied as it is according to the results of the research analysis (Yuliani, 2018) (Widiyani et al., 2021) (Purnia et al., 2020). The sources of data acquisition in this study are accumulated in primary and secondary data sources (Abdussamad, 2021) (Safarudin et al., 2023). Primary data sources consist of principals, teachers and students while secondary data sources are education personnel at schools and parents. Furthermore, the descriptive approach focuses on obtaining data through direct observation, interviews with established data sources and analysis of related documents (Rustamana et al., 2024) (Rusli, n.d.). (Sullivan-Bolyai, 2021) (Hunter et al., 2019) (Waruwu, 2023) (Prayogi & Pekalongan, 2021) (Yusanto Yoki, 2019). Research findings were obtained through in-depth analysis and tested by triangulation (Saleh, 2017) (Rijali, 2018) (Rofiah, 2022). The

stages of this research can be illustrated as in Figure 1. as follows.
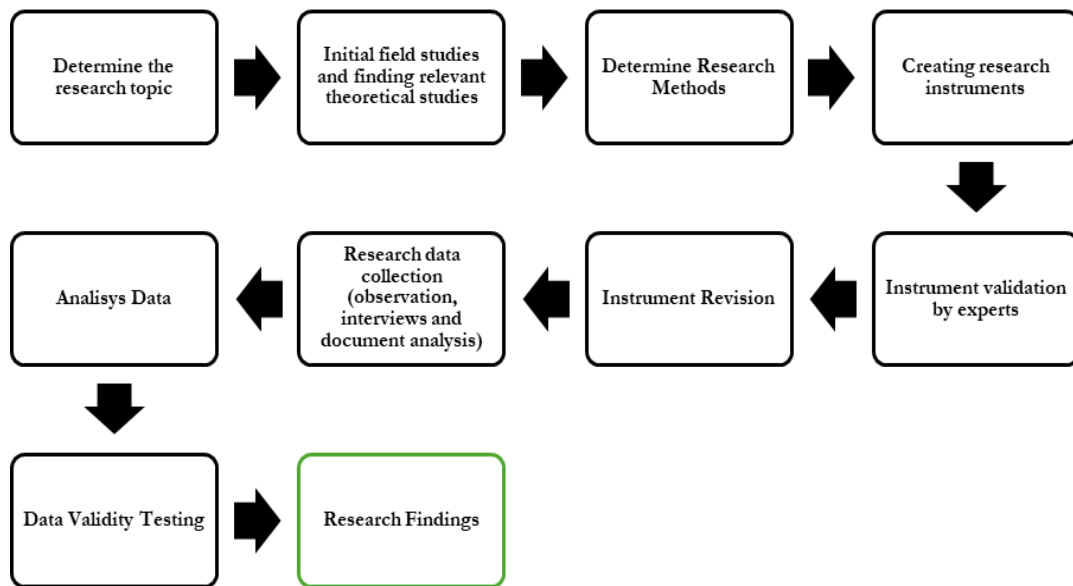
RESULT AND DISCUSSION

The development of students' morals is accumulated in five steps, first the principal plans the development of students' morals at Solok City Junior High School by instructing all teachers to develop morals and include moral development in the learning implementation plan. Second, the Principal organizes 1) the development of students' morals carried out by educators and education personnel, 2) the development of morals carried out by homeroom teachers, 3) the development of morals carried out by guidance and counselling teachers and 4) the development of students' morals through cooperation with parents. Third, the principal carries out the development of students' morals which is carried out directly and indirectly. Direct moral development such as providing exemplary examples, advising and reprimanding undisciplined teachers. Furthermore, indirect moral development is carried out by establishing cooperation with various parties in 1) developing students' morals towards God, directing and advising students to perform prayers, directing and advising students to participate in religious lectures, guiding students to pray before and after studying, 2) developing students' morals towards fellow human beings, including directing and advising students to behave politely, respect and appreciate each other, 3) developing students' morals towards themselves, including directing and advising students to come to school on time, do schoolwork, be disciplined in dressing, giving sanctions to students who violate school rules, 4) developing students' morals towards the environment, including directing and advising students to be on duty and to participate in community service. Fourth, the principal controls and supervises the development of students' morals through all teachers who teach. Teachers have the responsibility to guide, foster and direct students to have good morals.

In this case, the teacher conveys the results of his/her development to the principal through the student representative. Fifth, the principal evaluates the development of students' morals by applying sanctions, working together with

teachers and parents of students. Evaluation of moral development is carried out by optimizing moral education so that students can have good morals in accordance with Islamic teachings and applicable norms. The intended development efforts, if they cannot be done by advising, directing and educating them, then the teacher and principal will give sanctions that are intended to build the student's personality. Sanctions start with light sanctions to heavy sanctions. If sanctions still cannot be handled, then cooperation efforts are carried out between the homeroom teacher and the BK (counselling teacher) and finally the school and the student's parents.
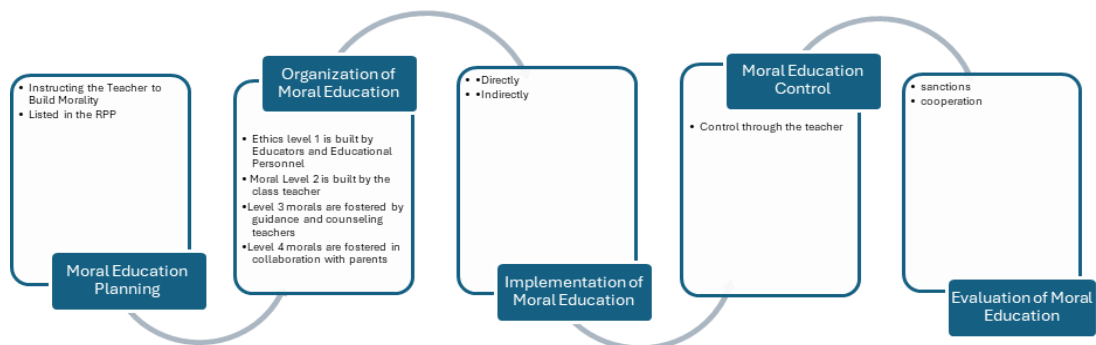
CONCLUSION

The results of the research analysis showed five successful steps for the principal in fostering students' morals: 1) the principal planned the development of students' morals by instructing all teachers to foster morals and including moral development in the learning implementation plan. 2) The principal organizes moral development starting from level 1 moral development carried out by educators and education personnel by providing exemplary examples, moral development carried out by homeroom teachers for their students, level 2 moral development carried out by guidance and counselling teachers who cannot be handled by homeroom teachers, level 3 development by homeroom teachers and guidance and counselling teachers, level 4 moral development of students through cooperation with parents. 3) The principal carries out moral development of students a) directly such as providing exemplary examples, advising and reprimanding undisciplined teachers and b) indirectly moral development carried out by all educators, establishing cooperation with various parties in developing morals of students such as cooperation between Islamic religious education teachers and general study teachers. 4) The principal controls moral development of students through all teachers who teach. Teachers have the responsibility to guide, foster and direct students to have good morals. In this case, the teacher conveys the results of his/her development to the principal through the student representative. 5) The principal evaluates the development of students' morals by giving punishments or sanctions, in collaboration with the parents of students.

The implications of this study can provide an overview for principals and educators in fostering students' morals. This study can be used as a basis for other researchers to conduct further research in different contexts and issues.

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